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ABSTRACT

Developed as a study guide for teachers and students participating in the Peace Corps' World Wise Schools program, the primary purpose of this document is to enhance correspondence with a Peace Corps Volunteer and to help students gain a greater understanding of a different culture and region of the world. The activities encourage students to examine their own culture as well as to identify similarities and differences that exist among cultures. The five fundamental geography themes of location, place, relationships with places, movement, and regions are the focus of the activities. Within each section, suggestions identify the academic levels by lower grades, middle grades, or upper grades for a variety of activities. Thirteen worksheets and handouts coincide with certain activities and appear in the activity worksheet section at the end of the guide. Suggestions for ways to involve a Peace Corps Volunteer in classroom activities and for possible questions to ask in letters identify ways to increase classroom participation. A section for teachers contains research and ideas on multicultural awareness and the environment authored by teachers who have been involved in the World Wise Schools programs. Lists of 14 bibliographic items, 15 environmental organizations, and 9 U.S. government agencies provide further information about global topics. (CK)

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ED 369 712

WorldWise SCHOOLS

Making the Most of World Wise Schools:

An Activity Guide for Teachers

SO 023 944

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Making the Most of World Wise Schools:

An Activity Guide for Teachers

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Office of World Wise Schools

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WWS 18T - 93

Table of Contents

About the Guide 2

Peace Corps 3

Fundamental Themes of Geography 4

Location: Position on the Earth's Surface 5

- Using an Atlas 6
- Understanding Location 7
- Describing Precise Locations 8
- Understanding Time and Place 9

Place: Physical and Human Characteristics 12

- Pictures as Reflections of Place 13
- World Folklore 15
- Learning about Language 19
- Schooling around the World 21

Relationships Within Places: Humans and their Environment 25

- The Water Cycle 26
- Water Sources 27
- Water Management 28
- Endangered Species 30
- Our Global Environment 32
- Global Decisions 33

Movement: Humans Interacting on Earth 36

- Corresponding by Mail 37
- In the News 40
- The World at Home 42

World Wise Teachers 44

- Research Ideas 45
- Armchair Traveler 46
- Environmental Investigation 47

Activity Worksheets 48

Resources 76

Acknowledgments 79

About the Guide

This study guide has been developed for teachers and students participating in the Peace Corps' World Wise Schools program. The primary purpose of the guide is to enhance each class's correspondence with its Peace Corps Volunteer and to help students gain a greater understanding of a culture and region of the world that is different from their own. The activities in the guide are designed to encourage students both to look more closely at their own culture as well as to identify the similarities and differences that exist among cultures. Students will also look at the ways in which their own country, as well as that of their Volunteer, are tied to other nations in the larger world community. Throughout the program, the Peace Corps Volunteer will serve as a direct link to a country, people and culture in another part of the world.

The activities in this study guide have been developed around the fundamental themes of geography described on page four. Within each section of the guide are a variety of topics and activity suggestions, written for three general academic levels. Stars identifying the different levels - lower grades (*), middle grades (**), and upper grades (***) - are placed to the right of each activity title. You are encouraged to read through all of the activities within each section and select those that are most appropriate for your grade level. Activities written for other grade levels may be adapted to fit the grade(s) you teach. Worksheets and handouts that go along with certain activities are noted in the activity description and grouped together at the end of the guide.

Suggestions for ways of involving your Peace Corps Volunteer in classroom activities, and possible questions to ask the Volunteer in letters, are included in the activities described throughout the guide. Additional questions for the Volunteer that might be of interest to students are included in a box at the end of appropriate sections in the guide. Record the questions posed in letters to the Volunteer, and use them as a starting point for discussion when the answers come back. Have students explore the similarities and differences between cultures and discuss the reasons for both. Remember that mail response time may be slow and will vary depending on the country and region of the world in which your Volunteer is serving. Also, because of work, time, and mail constraints, the Peace Corps Volunteer may not be able to respond to every letter you send. It might be helpful for the class to send group letters rather than individual ones, so that the Volunteer can more easily keep up with your correspondence.

The fifth section of this guide contains ideas sent in by teachers who have already been involved in the World Wise Schools program. As always, World Wise Schools welcomes comments on all of its material and encourages you to share with us the activities you or your colleagues develop and find effective.

Peace Corps

Peace Corps was created when President John F. Kennedy issued an Executive Order on March 1, 1961. Since that time, Volunteers have helped people in other countries develop their skills to fight hunger, disease, poverty, and lack of opportunity. In return, Volunteers have seen themselves, their country, and the world from a new perspective.

Peace Corps, seeking to promote world peace and friendship, has three goals:

1. To help the people of interested countries meet their needs for trained men and women;

2. To help promote a better understanding of the people of the United States on the part of the people served; and,

3. To promote a better understanding of other people on the part of the people of the United States.

Since the first group of Volunteers arrived in Ghana, West Africa, in 1961, over 140,000 United States citizens have served as Peace Corps Volunteers in more than 100 countries. Although programs vary from country to country based on the nation's needs and requests, Volunteers traditionally offer skills in the areas of education, agriculture, business education, community development, natural resources, and health. Recent program additions have included environmental education, special education, and the development of programs aimed at improving the status of women and their families. Before placement at their sites, Volunteers receive training in the language and culture of their host countries, as well as in specific technical skills. Cross-cultural training, which includes the study of the history, customs, and values of the host country, prepares Volunteers to become part of a local community for the duration of their two-year service.

Today, over 6,000 Peace Corps Volunteers are working in over 90 countries around the globe. Although the average age of Volunteers in 1961 was 22, today it is approximately 31; in fact, one out of eight current Volunteers is over the age of 50. By living and working within their local communities, Peace Corps Volunteers not only learn about the people of their host country but also offer people around the world a chance to learn firsthand about the people of the United States.

Volunteers also care about carrying out the third goal of Peace Corps: teaching citizens of the United States about the people and cultures of their host countries. World Wise Schools promotes the third goal of Peace Corps by matching current Volunteers with third through twelfth grade classes throughout the United States in an information exchange. Begun in 1989, the program promotes geographic and cross-cultural awareness while developing the spirit of volunteerism. Today almost 3,000 classes from all 50 states are enrolled in the program.

When Peace Corps Volunteers return from overseas, they bring an intimate knowledge of other peoples and cultures. They understand that the ability of the United States to function in the world community depends on its understanding of other cultures. They know that global interdependence is a reality, not just a catchword. When Volunteers share their experiences with their World Wise classes, they help others to fashion a broader world view.

Fundamental Themes of Geography

Adapted from materials developed by social studies teachers of Baltimore County (Maryland) Public Schools and members of the Maryland Geographic Alliance. Used with permission.

Location: Position on the Earth's Surface

All locations can be defined as precise points on the earth's surface identified by a grid system of latitude and longitude (absolute location). Location can also be communicated by describing a place in relationship to other places (relative location). Students learn about location when asked to:

- use direction, distance, scale, and standard symbols on a map;
- use a number/letter system or latitude and longitude to locate places on maps; and
- suggest reasons for the location of a city, road, factory, school, or store.

Place: Physical and Human Characteristics

All places on the earth have distinctive features that give them meaning and character and distinguish them from other places. Places may be characterized by their physical features (climate and landforms) and human characteristics (population, settlement, and economics). Students learn about place when asked to:

- describe different kinds of shelters based on environment and culture;
- use text references and maps to describe the climatic characteristics of a nation or region; and
- analyze a place based on a song, picture, or story.

Relationships Within Places: Humans and their Environments

Understanding the impact of humans on the environment involves learning about the physical and social factors that produce environmental change. People modify or adapt to natural settings in ways that reveal their cultural values, economic and political circumstances, and technological abilities. Students learn about relationships within places when asked to:

- evaluate how people use the physical environment to meet their needs;
- analyze the relationship between the use of natural resources and the economy of a region; and
- describe environmental changes resulting from the use of tools/technology.

Movement: Humans Interacting on Earth

People interact with each other both locally and globally by travel, communication, and the exchange of goods and services. Visible evidence of global interdependence and the interaction of humans and places includes the movement of people, ideas, and materials. Students learn about movement when asked to:

- explain how the need for natural resources encouraged exploration and settlement;
- define examples of cultural borrowing and cultural diffusion; and
- predict the impact of migration on an area.

Regions: How They Form and Change

A region is an area that displays unity in terms of selected characteristics that distinguish it from other areas. Some regions are defined by one characteristic such as a government, language, or land; others, by the interplay of many criteria. Regions may be redefined as criteria change. Students learn about regions when asked to:

- use selected criteria to outline geographic regions on maps;
- compare political, economic and social differences among regions; and
- evaluate how the boundaries of a region might change.

Whether a student is giving a friend directions to his or her house or searching for a Peace Corps Volunteer's country on a map, it is important for him or her to be able to identify and describe precise locations on the earth's surface. It is also important to understand why the inhabitants of a place choose and are affected by the location in which they live. The activities that follow will give students practice in using an atlas and geographic clues to identify and locate different countries around the world. They will use lines of longitude and latitude to describe the exact placement of cities and countries around the globe. And, they will look at some of the variables related to the location of a community that affect the way people live.

Location: Position on the Earth's Surface

Using an Atlas

Understanding Location

Describing Precise Locations

Understanding Time and Place

Using an Atlas

In order to be able to conduct a complete study of any geographic area, it is important that students know how to read different types of maps and understand how to use an atlas. The following activities provide practice in using an atlas and geographic clues to correctly identify and describe different countries around the world.

Mystery Countries * **

Materials: worksheet p. 49, world atlases, paper, writing supplies

1. Have a variety of world atlases on hand - a few different kinds if possible. Review with students the types of maps that can be found in an atlas (political, topographic, population, vegetation, climate, etc.) and how to locate places using the index. Give pairs of students each a copy of the sheet entitled "Mystery Countries" (p. 49). Talk about the types of clues that are presented and how they might be helpful in identifying a "mystery country."

2. Locate your Peace Corps Volunteer's host country in the atlas. Talk about clues you might use to describe that country. Send them to your Volunteer for verification.

3. Working with a partner, have students identify the four mystery countries. (For older students you may want to add to the list of countries to identify, or make the clues more difficult.) Share solutions together, and then have students come up with new clues to add to the list for each country.

4. Still working in pairs, have students choose their own country and decide on four clues that they can give to the rest of their classmates to help them identify and locate it. Don't allow students to use capital cities or landforms and bodies of water that include the country's name. (For older students you might make other restrictions. You might also challenge them to look beyond the atlas for clues related to government, economy, current events, environmental problems, agricultural products, etc.)

5. Post their sets of clues on a bulletin board or wall with a large sheet of blank paper below each set. Using the clues, atlases and any other sources they have on hand, students should now figure out each of the new mystery countries. Instead of telling anyone the answer, each student or group should add a new clue to the list below the first four. Their clue should be evidence that they have solved the mystery, and will also help others accomplish the same task.

6. Share solutions when everyone has completed the activity. Discuss questions such as: Which types of clues were the best to use? Why? Which were the most difficult to use ? Why? Did the activity get easier as you went along? Why? Did you find any countries you'd never heard of before? What is something new you learned about another country?

Understanding Location

The activities that follow will help students think about what factors lead people to settle in certain locations and the ways in which their lives may be affected by the locations they choose.

Why Live Here? ** ***

Materials: maps of your community

1. Look at maps of your community and its environs. Ask students what factors related to natural resources, landforms, climate and nearby resources might have led people to originally settle in your area. What other factors, not on the map, may have led to settlement?

2. Have students interview an older citizen in your community and a parent to find out why they chose to settle in your area. Were the reasons different for different generations? If so, how? Make a chart for each generation showing how many reasons were related to geographic factors (land, water, climate, and so on), and how many reasons were related to other factors (jobs, schools, transportation, family, and so on). Ask students if they would use the same reasons as their parents and the older people they spoke to for choosing a location in which to live. Discuss the relationship between location and basic needs for air, food, shelter, and water.

Considering Other Locations ** ***

Materials: maps of Volunteer's host country

1. Look at maps of your Peace Corps Volunteer's host country that show topography, climate, vegetation and natural resources. Concentrate on the area where your Volunteer is living. Ask students to brainstorm possible reasons early settlers might have had for choosing to live in that location. Were geographic factors reason enough, or were other factors involved? (Students will probably need to read a brief history of the country to find out.) In what ways does the geography of the area make life easier or more difficult for its people? Do people still move in and out of the area? Why? Have their reasons changed over time?

2. Have students write to the Volunteer with their theories on the region in which he/she is living. Ask the Volunteer how close their observations are to what he/she has learned by living in that location.

Utopia ***

Materials: writing and drawing supplies

1. Given all that they have learned about choosing a location for settlement, have students create their own ideal location and community in which to live. In the process they should consider the following:

natural resources	health care	population	vegetation	schools	industry
contour of the land	transportation	nearby resources	climate	agriculture	other. . .

2. Have students write a description of their community. Then, create maps showing the land, its resources, and the layout of the community. Ask students to explain their reasons for choosing the locations and creating the communities they did. Send examples to your Volunteer. Ask your Volunteer where he/she would ideally like to live and why.

Describing Precise Locations

Lines of latitude and longitude are important to geographers for many reasons. They help define absolute locations on the earth's surface. They help in the process of making maps. They can also help measure distance, time, and direction. The following activities are designed to help students review the concepts of latitude and longitude and practice using them to describe precise locations on a map.

Describing Locations * **

Materials: globe, world map

1. Use a globe or world map to review the following terms:

   equator - imaginary line of latitude that divides the earth into equal parts, north and south
   prime meridian - starting point for measuring longitude - runs north and south through Greenwich, England
   degree - unit of measurement for latitude and longitude
   latitude - lines on a map or globe running east and west
   longitude - lines on a map or globe running north and south

2. Ask several students to describe the location of their house in their community. Notice if anyone uses street names or intersections to pinpoint the location. Discuss how you might describe the location of your house, the corner store, or a local park by giving the names of the two streets that cross nearby. Relate the lines of latitude and longitude on a map to the grid of streets in a city or town. Discuss how lines of latitude and longitude are numbered rather than named but work in a similar way.

3. Look at a world map that is marked with latitude and longitude lines. Have students locate where they live and note the lines of latitude and longitude that cross nearby. Ask them how they would describe their location using these lines. (Remind them that latitude is generally written before longitude when describing location.) Try the same activity with your Peace Corps Volunteer's host country and a few other selected locations. Also try giving the students a point of intersection using latitude and longitude, and have them tell you which country, river, ocean, etc. you are pointing to.

4. Ask students: Do all people living at the same latitude have the same climate? Why or why not? Have them do some research to prove their answers.

Where in the World Do I Go? * **

Materials: masking tape, large index cards, signs marked: north, south, east, west

1. Prepare for this activity by completing the following steps before the students arrive:

   a. Divide the floor of the classroom into a grid of latitude and longitude lines. Start by using masking tape to make a cross that divides the classroom into four quadrants (or draw chalk lines on the blacktop of the playground). Mark one line "equator" and the other, "prime meridian." Continue laying down lines at even intervals north and south of the equator and east and west of the prime meridian. Label the lines in 10, 20 or 30 degree increments, depending on the size of your room. (You don't need to fit in the whole world!)

   b. Label the appropriate walls with north, south, east, and west.

   c. Make up a stack of large index cards labeled with points on your grid (e.g., 20°N 30°W; 40°S 20°E). You will want to have more cards than there are members of the class so that you can play a few times.

2. Review with students the principles of latitude and longitude. Show them how the floor is divided. Tell them that in this activity, they will move themselves around a "world" map using lines of latitude and longitude.

3. Give practice in finding certain spots by calling out a location on the grid and having someone go and stand on that point. When everyone understands, move on.

4. Hand each student a card marked with a location. Ask them to find their place in the "world." It may take a few tries before they get the hang of it. You might try giving cards to half the students and have them take their spots. Then have the other students each check the location of a classmate before switching places and finding a new place in the "world." Make up other variations to the activity that fit the level of your class.

Location Riddles * **

Materials: world maps, writing supplies

1. With world maps available, ask students questions such as the ones below. Then have them make up questions for each other.

   a. A sinking ship is located at 20°S 90°W. In which ocean is it located?
   b. Which would you be more likely to find at 10°N 150°E, a tropical island or an iceberg?
   c. If you visited a friend at 70°N 40°W, would you need a bathing suit or a warm jacket?
   d. If you found yourself at 20°N 10°E, would you be more likely to build a sand castle or an igloo?
   e. If you were a photographer at 20°S 130°E, would you be more likely to take pictures of elephants or kangaroos?

Understanding Time and Place

Before time zones existed, every city and town kept its own time. Due to the earth's rotation, noon would come at different times to communities that were only fifty miles east or west of each other. Transportation in those days did not allow people to move quickly from one place to the next, so the time change didn't present a problem. With the invention of railroads and the introduction of faster travel, however, it became clear that a more standard way to keep track of time was needed. With every town's clocks set on a different time, it was nearly impossible to tell people when trains would arrive and depart from a specific location.

In order to keep track of the different times of day around the world, the earth has been divided into 24 parts or time zones. Every place on earth within a specific time zone has the same time as every other place on earth in that zone. Time zones enable people around the world to travel, conduct business, and communicate with each other more easily.

Understanding Day and Night *

Materials: globe, flashlight with a narrow beam, small marker (such as a penny), tape

1. Help students visualize the rotation of the earth and its effect on the time of day by conducting the following demonstration:

   a. Tape a small marker on the globe where your city or town is located.

b. Turn out the lights in the room to simulate the darkness of space.
c. Shine the light (sun) directly at your location on earth. Discuss where the sun would be in the sky at this time. What time of day would it be? Where else on the globe is it daytime? Where is it night?
d. Without moving the sun, slowly turn the globe to the east. Have students watch the marker. What is happening to your view of the sun? Where would you see the sun in the sky after 1/4 turn? What time of day would it be?
e. Turn the globe another 1/4 turn. Where are you now in relation to the sun? Is it day or night? What has happened to the countries on the other side of the globe? Is it day or night for them?

2. Discuss with the students the following questions: Would it make sense to have clocks set at the same time all over the world? Why? Why not? Why is it important to know the time of day in different parts of the world?

Our Time and Yours *

Materials: two clocks

1. Keep two clocks in the room all year long, one set at your local time, and the other set for the time zone of your Peace Corps Volunteer's community. Discuss the time difference between your two locations. Periodically check the second clock and try to figure out what the Volunteer might be doing at that moment in the day.

2. Ask your Volunteer to send an hourly schedule of his/her activities for a typical day. Compare this with what your students have predicted.

Illustrating Time Differences *

Materials: drawing supplies, paper

1. After getting used to having two clocks in the classroom, have students choose five times during the day and list a specific activity they would be doing at that time (e.g., 7:00 a.m. Breakfast; 8:15 a.m. Arrive at School; 12:00 p.m. Lunch; 4:30 p.m. Play Soccer; 9:00 p.m. Bedtime). Next, for each time they chose, have them write the corresponding time in the Peace Corps Volunteer's community and an activity the Volunteer, or a child in that community, might be doing at that time of day (or night).

2. Give each student a large sheet of drawing paper and instruct him/her to fold it in half. The students should choose one of the times on their list and label their paper with a sentence describing the corresponding time for their Peace Corps Volunteer (e.g., "At 7:00 a.m. in Boston, Massachusetts , it is 3:00 p.m. in Nairobi, Kenya). Then on one half of the paper they can illustrate their activity and on the other half, the Peace Corps Volunteer's or the child's activity at the chosen time.

Moving From Time to Time **

Materials: masking tape, paper sun, paper stars, large index cards (as many as students in your class)

1. Prepare for the following activity by completing the following steps before students arrive:

   a. Use masking tape to make a large circle on the floor. With smaller pieces of tape, mark one point on the circle 12 a.m. (midnight). Continue clockwise around the circle, marking two hour increments until you reach the point directly opposite 12 a.m. Mark this new point 12 p.m. (noon). Complete the circle by marking the other side of the circle in two hour increments. In the end, your circle should be divided into 24 hours. Place the paper sun on the floor or wall nearest to "noon" and the stars on the floor or wall closest to "midnight."

b. Label each of the index cards with the name of a city in the world, and the number of hours time difference between Greenwich, England and that city (e.g., Madrid, Spain +1 ; Bangkok, Thailand +7 ; Karachi, Pakistan +5). Label one of your cards "Greenwich, England" (with no time on it) and another card with the name of the city or town where your Peace Corps Volunteer is living. (Many of the larger cities in the world and their time differences are listed in the front of the phone directory. Be sure to adjust the times so that they show the time difference from Greenwich, not from your time zone.)

2. Tell students that this activity will show them how time zones work around the world. Hand each student a card with the name of a city. Ask "Greenwich" to stand at 12 noon. Then, one by one, have the other students take their place on the circle according to their time difference from Greenwich (Use half the class at a time, if that is easier).

3. When students are in place, call out a new time for "Greenwich" and have that student move to the correct spot. Then, all the other cities must move to their new places according to their time difference from Greenwich. Repeat the activity several times. Have students switch cities and try the activity again. There will probably be chaos at first, but in time, students should realize that they are all really just rotating around the circle at set intervals from one another (just as the earth turns, and the time changes, but the countries don't move with respect to one another). Discuss student observations about time zones based on what they learned from this activity.

Another Look at Time Zones **

Materials: time zone maps of the world

1. Look at time zone maps with the students and point out how the maps show time differences around the world. Are there any countries with more than one time zone? Which has the most? How many time zones are there in the United States? In Africa? In Russia? In your Peace Corps Volunteer's host country?

2. Ask if anyone has been to an area in a different time zone? Was it hard to adjust to the time difference? Why?

3. Discuss with students which aspects of people's lives would be different if the whole world were on the same time zone. Have students imagine and list the pros and cons of having a single time zone. Discuss this as a group.

Ask Your Volunteer. . .

- What is the time difference between where you are living and your home town in the United States?
- What was it like to adjust to your new time zone?
- What is the attitude toward time in your host country? When is someone considered "on time?" How might this relate to culture? Technology? Transportation?

Whatever its location, every place has distinct characteristics that make it unique. Physical features such as mountains, deserts, lakes, plants and animals, and human features related to population, government, homes, occupations, languages, schooling and leisure activities all combine to individually define each country on earth. In the activities that follow, students will use pictures, stories, languages, and schools as a means of identifying some of the physical and human characteristics that make their own country, and that of their Peace Corps Volunteer, unique.

Place: Physical and Human Characteristics

Pictures as Reflections of Place

World Folklore

Learning about Language

Schooling around the World

Pictures as Reflections of Place

Stamps, picture postcards, and photographs can offer many clues about the physical and human characteristics of the place from which they come. By looking at photographs of a place one can often learn pieces of information about the people, their culture, and the environment in which they live. The following activities will allow students to learn about their Peace Corps Volunteer's host country, as well as other nations, by looking at stamps and pictures that come from the country. ("A Reflection of Place" is adapted with permission from an activity in *Sri Lanka Learning Center Ideas* by Peggy Mueller, Sally Noble, and Marilyn Turkovich, Chicago: Urban Education Program, 1982. "How to Study a Geography Picture" from *Geography Skills Activities Kit* by James F. Silver © 1988 is reprinted by permission of the publisher, The Center for Applied Research in Education, Paramount Publishing, West Nyack, New York.)

Studying Stamps * **

Materials: stamps from other countries, wall map of the world

1. Over the course of the year, have students collect as many different types of stamps as possible from another country. They might all work on one country or choose several different ones. Use the Peace Corps Volunteer's host country if enough stamps are available. Have them sort stamps for each country into categories (geographic sites, trees/flowers, animals, etc.).

2. Students should now work with a partner or small group to study the stamps in each category for a specific country. They should be looking for clues about the physical appearance of the country, the way of life of its people, the plants and animals which live there, events in the country's history, etc. Have one student in each group record the group's observations.

3. Come together and share the information gathered by the different groups. In addition to discussing the students' observations about different countries, consider the following questions :

   - Which similarities and differences did you notice between countries?
   - From which country's stamps could you learn the most? Why?
   - From which country's stamps could you learn the least? Why?
   - Do all countries have the same amount of variety in their stamps? Why or why not?

4. Around a world map, post examples of stamps as well as students' observations about the different countries. Use string or colored yarn to connect the stamps with their country of origin.

5. Have students design a new stamp for your Peace Corps Volunteer's host country. The design should represent some physical or human characteristic of the place. Be sure they look carefully at other stamps for the type of information that should be included on their stamp. Send examples of your new stamps to your Peace Corps Volunteer.

Ask Your Volunteer...

- Do people collect stamps in your host country?
- Where are stamps sold?
- How much do stamps cost?
- How does the cost of stamps compare with what people earn?

How to Study a Geography Picture *

Materials: worksheet p. 50

1. Distribute the sheet entitled "How to Study a Geography Picture" (p. 50) to each student. Have students fold the paper in half so that the questions are hidden. Ask them to look at the picture for 30 seconds and then write down everything they notice about the picture. Remind them that this is an illustration, not an actual photograph of the place.

2. Have students share their observations. Notice which elements of the picture are noted most often and which are noted the least. Ask students why they think they noticed some things and not others.

3. Have students look at the picture again and think about the physical environment and the people who live there as they complete the questions at the bottom of the sheet. Possible answers are listed below:

1a. Cactus and brush growing wild
b. No wildlife in evidence
c. High bare mountains; plains with low hills
d. Flowing stream, apparently from the mountains
e. Sunny in foreground, cloudy in background
f. Warm to cool, as shown by crops and clothing

2a. Very little except plowing and hoeing
b. Nothing (No irrigation ditches or man-made ponds)
c. Goats, chickens
d. Planted crops of corn and vegetables
e. Flat-roofed houses of mud, adobe
f. No roads evident; no poles or wires
g. Full clothing indicating warm to cool weather; broad hat for sun

3. Garden-type farming; appearance of dryness; sparse natural vegetation

Practice With Pictures * ** ***

Materials: pictures of Peace Corps Volunteer's host country, worksheet p. 51

1. Collect pictures of your Peace Corps Volunteer's host country. Be sure that the pictures are representative of the whole country, or that students know they are of only a specific area.

2. Have students work in pairs to study the pictures, using the checklist entitled "What to Look for in a Picture" (p. 51) as a guide. Each partnership should list the observations they make about both the land and its people.

3. Discuss student observations together. Include in your discussion questions which allow students to compare and contrast the physical characteristics of the Peace Corps Volunteer's host country with their own. Which areas of the United States have similar landforms to those seen in pictures of the Volunteer's host country? How have people in the United States adapted to those areas?

4. Send a summary of the class's observations about the Peace Corps Volunteer's host country to your Volunteer to determine the accuracy of the students' insights.

Picturing Your Own Community ** ***

Materials: cameras (or pictures of the community), worksheet p. 51

1. Ask students to take (or collect) a variety of photographs of their home and school communities. Have them work in small groups to analyze their photographs using the same checklist (p. 51) used in studying pictures of their Volunteer's host country.

2. After discussing their observations, have each group write a short essay describing the geographic features of their community. They should also include some of the similarities and differences they noticed between their own community and that of their Volunteer. Send a sample of the essays and pictures to your Volunteer to help him/her learn more about where your students live.

Ask Your Volunteer...

- What are some of the similarities and differences in physical characteristics between your home town in the United States and the community in which you are living now?
- In what ways have you had to adapt to your new environment?
- What strategies have helped you adapt?
- What can U.S. students learn from your experience?

World Folklore

Folktales, or fairy tales as they are often called, are stories first told long ago that have been passed down from one generation to the next by word of mouth. No story is ever told exactly the same way twice, because it grows and changes with each new voice that brings it to life. Folktales exist all over the world, and serve not only as entertainment, but as a way of transmitting the values and wisdom of a culture. Over the years, many of the world's tales have been written down by collectors so that others can enjoy them. Some stories are unique to the culture from which they come, and others find variations in many countries of the world. In the following activities, students will look at folklore as a reflection of place. As they read and listen to stories from different countries, including that of their Peace Corps Volunteer, they will discuss the variations in settings, characters, and themes that occur in stories of other cultures.

Cinderella Around the World *

Materials: worksheet pp. 52-53, as many other versions of "Cinderella" as are available

1. Before you read any other Cinderella tales, have students review the one they already know. Ask for a volunteer to tell the story to the class. You might ask one student to leave the room so he/she doesn't hear the story. When the first storyteller is finished, have the second student come in and tell the story. Did both students tell the story the same way? Why or why not? Discuss how and why stories change with each retelling. Also keep in mind that students from different cultural backgrounds might know different versions of the story.

2. Inform students that there are over 345 versions of "Cinderella" in different countries around the world. Some are similar in many ways to the "traditional" or Disney version we know in this country, which originated in France. Other versions are quite different. Regardless of their variation, all of the stories reflect something of the culture in which they are told. Most of the Cinderella tales contain some variation of the following five elements:

   - A young boy or girl is mistreated by his/her family.
   - Unpleasant jobs or impossible tasks are performed.
   - A magical helper, in human or animal form, aids the central character.
   - The character's true identity is revealed in an unusual way.
   - The character's identity is revealed to an important person.

As students read other versions of the tale, refer them back to these central elements and see if they can identify them in other versions. Also have them think about how these elements relate to the geography and culture of the country in which the story is told.

3. Give each student a copy of "Nomi and the Magic Fish" (pp. 52-53), a Cinderella story from South Africa. Read the story together, keeping in mind the other version you just heard in class. Discuss the ways in which the two stories are alike and different. In which ways do the characters, the setting, and the events in the story fit the location and culture in which the story is told? Have students make a chart showing the similarities and differences between the two tales.

4. Give each student a large piece of drawing paper, and instruct them to fold it in half. On one half they should draw an illustration of one of the characters or events from the "traditional" Cinderella story. On the other side of the paper they should illustrate the equivalent character or event from "Nomi and the Magic Fish" (e.g., Cinderella/Nomi; the Fairy Godmother/the Magic Fish; scrubbing the hearth/tending the cattle; trying on the glass slipper/picking up the bones). Display the drawings with a map of the country from which the story originates.

5. Look in the library for other Cinderella stories, or ask the students in your class if they know any other versions. You might find different versions of the French story, as well as versions from other countries. Is there a version from your Volunteer's host country or region? Compare the stories you find to those you have already read. Why might they be similar? Different?

Cinderella: Collect and Compare ** ***

Materials: library resources

1. Have students begin by completing the storytelling activity above (#1). Then, give them time to go to the library and collect as many other versions of "Cinderella" as they can. Remind them that the card catalog (or library computer) might be helpful in finding versions that are in other collections.

2. After students have collected as many versions as possible, assign small groups to each story. Have them read and discuss the story together, considering the following questions:

   - How is the story similar to or different from the Cinderella story you know?
   - What differences are due to the change in setting?
   - What kind of livelihood do the people in the story have?
   - Does the story reflect modern society or a more traditional culture? Explain.
   - What can you tell about the audience for whom the story was originally intended?
   - What cultural values are reflected through the story?
   - Is the story intended to teach any sort of lesson?
   - When was the story written down?

3. Come together as a class and have one student from each group summarize his/her group's version of the tale. Then have each group share the observations they made during their discussions. Look at a map of the world and mark where each of the stories comes from. Were there any similarities between stories of similar regions? Why or why not? Were there any similarities between stories from very different places in the world? Why or why not? How are stories related to the people who tell them and to the places in which they are told?

Create Your Own Cinderella * ** ***

Materials: writing materials

1. Have students write a version of "Cinderella" that could take place in their own community or in the community of your Peace Corps Volunteer. They might write their stories for each other, for your Volunteer, or for a younger audience. Have them think about what language and characters would be appropriate for their audience. Remind them to include the basic elements of a Cinderella tale listed in the background information above. Send copies of the students' stories to your Volunteer.

World Folklore: Read and Compare * ** ***

Materials: collections of world folklore

1. If they are available, have students read (or read aloud to them) tales from your Peace Corps Volunteer's host country, as well as folk stories from other countries of the world. As they read, have students look for the following common elements that occur in folklore all over the world. (Note: Each story will not contain all of the elements.)

   - A hero or heroine who has a humble beginning and becomes a prince or princess
   - A quest to perform impossible tasks
   - Characters, tasks or other elements of the story grouped in 3's or 7's
   - A trickster
   - A magical helper
   - A suitor who wins the hand of a princess
   - A heroine who loses the hero to a treacherous rival
   - A lesson that is learned or wisdom that is imparted

2. Ask students which of the stories, if any, are similar to ones that they already know. Discuss the similarities and differences. How do the common elements vary from one story to another? How do the similarities and differences relate to the location of the country and the culture(s) of its people?

Be a Collector ***

Materials: library resources

1. As a class, look at a variety of collections of folktales. Discuss the ways in which tales are grouped in each collection. Is there a theme for the whole collection (e.g., tales from Asia, tales of the supernatural, and so on)? Are the tales within the collection grouped into subtopics? If so, what are they?

2. Divide the class into small groups of students. Have each group choose a theme or topic around which they will collect tales from different countries around the world. Some possibilities:

   - Find stories that share a common element, such as: talking animals, ghosts, fairies and elves, magical helpers, giants and ogres, trickster-heroes, jesters, etc.
   - Trace a familiar tale or fable (e.g., "Little Red Riding Hood," "Snow White," "The Tortoise and the Hare," etc.) through as many countries as possible.
   - Collect modern retellings or parodies of familiar tales.

3. Give students a minimum number of tales to find for their collections. They will need plenty of time for library research and reading. For each tale that they select, have them record the following information (rather than writing out each entire story):

   - A short summary of the tale
   - The country of origin of the tale
   - A brief history of the tale (if available)
   - The source for this version of the tale

4. When their projects are complete, ask the students to learn to tell a favorite tale from the collection they created. Have students tell the tales to each other for practice, then invite others (students, teachers, parents) to hear them. Make a recording of the students' story-telling to send to your Volunteer.

5. If possible, invite a professional storyteller to visit your class. Invite him/her to talk about the craft and function of storytelling.

An Age-Old Question ***

Materials: library resources

1. Ask students why they think the same stories appear in so many different parts of the world. Did they originate in one location and then travel and change as people moved around the globe? Or, is there something fundamentally similar about all human beings that produces similar stories in vastly different places? Encourage students to do some research on world folklore and to come up with theories of their own.

Ask Your Volunteer...

- How do the traditional stories in your host country compare to the stories you know from home?
- Have you learned anything about your host country through stories?
- When do people tell stories? For what purpose? What are the stories about?

Learning About Language

There are thousands of languages spoken around the world, some similar to one another, and some very different. Some languages have a written form; others are only spoken. Written or oral, languages serve not only as a means of daily communication but also as a thread that links people to their past through stories handed down from one generation to the next. Languages are also a reflection of the culture in which they are spoken, whether through vocabulary, structure, usage, or the origin of the official language of the country. The activities that follow will encourage students to look more closely at their own language(s) as well as the language(s) spoken in the host country of your Peace Corps Volunteer. Note: Children are sometimes sensitive about sharing information regarding the language(s) spoken in their homes. Use your judgment in using these activities.

Language Survey * ** ***

Materials: paper and pencil

1. If appropriate, survey the class to find out the information below. Alternatively, have students survey the people who live on their street or in their neighborhood.

   - How many students speak another language fluently?
   - How many students are in the process of learning a new language?
   - Which languages are spoken in their homes?

2. Make a chart or graph that shows your findings. Then, have students predict what their results would be if they were to survey their whole school. (For younger students, you may want to limit them to their grade or division of the school.) Then conduct a larger survey.

3. Make a second chart showing the results of the larger survey. Were students' predictions correct or were they surprised by their findings? Have them explain. What might explain the variety or lack of variety of languages spoken by students at your school? Would the survey have yielded the same results 10 years ago? Why or why not? Would you expect the same results in 10 years? 20 years? Why or why not?

4. Conduct a survey of parents and grandparents. How do the results compare with the student surveys? What reasons might there be for discrepancies in the results?

Experimenting With Language * ** ***

Materials: paper and pencil

1. If appropriate, have students, or others in the community who speak another language, teach your students to say and write some words in their language. If the language has a different alphabet, have the native speaker explain how it is written and give students a chance to practice a few letters or words. Be sure that they know which direction speakers of that language write their words on the page (left to right, right to left, top to bottom, etc.). Younger students might enjoy making name tags for their desks or labeling familiar objects in the classroom with some of the new words they learn.

2. Find out which languages are spoken in the host country of your Peace Corps Volunteer. Are they all written languages? Which language does your Volunteer use on a daily basis? If no one in your community speaks that language, ask the Volunteer to send you a list of some words to learn and a copy of the alphabet if it is different from the English alphabet. Have students experiment with writing and saying the new words they learn. Then they might write a poem, a story, or a letter to the Volunteer that includes some of their new words.

Speaking With Hands * ** ***

Materials: worksheet p. 54

1. Discuss with students the following information: The two primary means of communication using the English language are speaking and reading. For most people this involves hearing and seeing. There are, however, many people in the United States who, because they are deaf or hearing-impaired, cannot hear spoken language. Likewise, there are also many people who are blind or have poor eyesight and cannot read a printed page. For both groups of people, languages have been developed that enable them to communicate with their hands. Members of the Deaf community in the United States use various forms of sign language, the most common of which is American Sign Language (ASL). Many people who are blind or visually-impaired learn to read using Braille.

2. Try to find members of the community who use American Sign Language or Braille and might be willing to come in and share their experiences with the students.

3. Give students a copy of the manual alphabet (p. 54) used by many deaf and hearing-impaired people. Have students learn to spell their name and other familiar words. (Remind them that this is only one small part of sign language communication, used primarily for spelling the names of people, geographic places, and brand names. Most words and expressions have their own signs and are not spelled out.)

4. Ask your Peace Corps Volunteer what forms of communication are used by people in his/her community who are hearing or visually impaired. In what ways are they similar to or different from those used by people in the United States?

Language and Culture ***

Materials: none

1. To have students begin to think about the connection between language and culture, ask them to describe what they would **say** and **do** in the following situations:

   - A relative arrives at your home for a visit.
   - At the market, you run into an old friend whom you haven't seen in a while.
   - You accidentally bump into someone on the street when you pass too closely.
   - Someone pays you a compliment for doing something well.
   - You are seated in class and your teacher walks into the room.
   - You want the attention of your teacher in class.
   - You are angry about something your parents said to you.
   - You are angry about something a friend said to you.
   - You leave a group of people with whom you've been talking.

   Discuss the students' responses. Are they similar or varied for each situation? What might account for the similarities and differences?

2. Have students ask your Peace Corps Volunteer how someone their age would respond to the same situations in his/her community. Ask students the following questions: In what ways are their responses similar to or different from yours? Which differences are related to culture and which are merely personal differences that could occur between individuals within any culture? How would your responses differ if you were five years older or younger than you are now? If you were talking to someone of a higher status (parent, teacher, etc.)? How are age and language related in your Peace Corps Volunteer's country? How does gender affect language and communication in both countries?

Language, Politics, and History ***

Materials: library resources

1. Many countries of the world have an official language as well as numerous other languages that are spoken by its people. Have students research the definition of "official language." Discuss with students the way in which an official language is chosen. What is the purpose of having an official language? What relationship does the official language have to the present government? Have students look for examples of countries whose official language has changed over the course of time. Give possible reasons for this occurrence.

2. What is the official language of your Peace Corps Volunteer's host country? When was it chosen as the official language and by whom? What percentage of the population speaks the official language? In what ways is the official language related to present politics or the past history of the country?

3. Should the United States have an official language? Why or why not?

Ask Your Volunteer...

- Did you arrive in your host country already speaking the language?
- What strategies did you use to help you learn the language more quickly?
- Are different forms of the language used to speak to people of different ages or positions in the community?
- How does the structure of the language or its vocabulary reflect the culture of its speakers?
- How would your experience be different if you could not speak the language?

Schooling Around the World

Education is important in the lives of children all over the world. Many children go to school, though not all learning takes place there. Schools vary widely around the globe, depending on the country and culture in which they are found. By looking at the schools in a country, one can often learn a great deal about the culture. The following activities are designed to help students look more closely at the schools in their own country and compare their function to those in the country of their Peace Corps Volunteer.

Questions to Consider About United States Schools * ** ***

Materials: none

Before looking at the schools in another country, it is helpful for students to look more closely at their own school as well as other schools around the United States. Before working on the activities that follow, have students come up with a list of questions (or use the following list) to help them focus on certain aspects of schools and education.

1. What does the school look like? Where is it located?
2. How do students get to school?
3. What ages are the students at the school? Are students separated by age?
4. Do boys and girls both go to the school? Do they go to classes together?
5. How many students are in a class?
6. How many teachers does a student have during the day?
7. What do students wear to school?
8. Which subjects are taught at school?

9. Do students have free time during the day? If so, what do they do during that time?
10. What meals do students eat at school? Who provides them?
11. How long is the school day? The school year?

12. What is the student /teacher ratio at the school?
13. What different kinds of schools are in the country (public, private, religious, boarding, etc.)?
14. How old do students have to be before leaving school?
15. Who supplies the books and other materials students need in school?
16. Do students pay to go to school?
17. What form of discipline is used in school?
18. Has school ever been closed due to natural disasters or severe weather? When?

19. Do families have a choice in where to send their children to school?
20. How is government involved in education?
21. What percentage of the population goes to school?
22. How have schools changed from past to present in the country?
23. What is unusual about your school?

My School *

Materials: Questions 1-11 (pp. 21-22)

1. Have students work in small groups to answer some or all of questions 1-11 about their own school. You might have each group answer all of the questions, or divide the questions evenly among the groups. Remind students that the answers to some of the questions might vary by grade level (e.g., older students study different subjects than younger students). They should include that information in their notes.

2. Have students interview a friend that goes to a different school. Ask the class if their answers were the same as or different from their friends'. Why? Discuss the similarities and differences that exist between schools across the country. What reasons can they give for the differences?

3. If possible, arrange a field trip to a school in another neighborhood or town. Discuss the similarities and differences you notice.

U.S. Schools **

Materials: questions 1-18 (pp. 21-22)

1. Have students work in groups to find the answers to some or all of questions 1-18 above. If they don't already know the answers, discuss resources they might use to find them.

2. Using the information they gather, have students write a description of U.S. schools that would help a new student from another country understand our system. Send the descriptions to your Peace Corps Volunteer to help him/her learn about your school.

Education and Culture ***

Materials: questions 1-23 (pp. 21-22), library resources

1. Have students work in groups to answer some or all of questions 1-21 above. Encourage them to use library resources and possibly write to the local department of education as they search for answers.

2. From the information they gather, discuss the purpose of schools in this country and how they are set up to achieve their goals. Are all schools equally successful? Why or why not? Who decides what students will learn? What options do parents have if they do not like the curriculum in their local schools? Does the school system in the United States reflect the cultural values of our country? If so, how?

Home Schooling ***

Materials: library resources

1. Some parents prefer to teach their children at home rather than send them to the local schools. If students know anyone who is home schooled, ask if he/she or a parent will come and talk to the class about the decision the family made and the experience of staying home for schooling.

2. Use the library to do some research on home schooling. What reasons do parents have for teaching their children at home? What are the benefits and drawbacks to home schooling? Set up a debate, with students arguing for and against home schooling. Would students stay home for school if they could? Have them explain their answers.

Create a School ***

Materials: questions 1-23 (pp. 21-22), writing and drawing supplies

1. Based on all that they have learned about schools, have students work in groups to change parts of their own school, or create an entirely new school. They should use the questions listed above as a guideline for the issues they will need to consider.

2. Once their ideas are set, have each group create a catalog for their new school (or new version of their present school), advertising it to the public. The catalog should include the school's philosophy as well as descriptions of its students, programs, and facilities.

Another Place, Another School * **

Materials: paper and pencil

1. Divide students into small groups. Working together, have each group select an area of interest related to schools and education and write a letter to your Peace Corps Volunteer asking questions that would help them learn about their chosen topics. They should also tell the Volunteer a little bit about their own school. (It might be helpful for you to send along a note to the Volunteer saying that he/she needn't send a letter to each group. A letter to the whole class would do nicely!)

2. While waiting for the information to be returned, have students predict what the answers might be to their questions. What was the basis for their predictions? Be sure to correct any misperceptions.

3. When information is received from the Volunteer, make a chart showing the similarities and differences between schools in the United States and schools in the country in which your Peace Corps Volunteer is living. What are the reasons for some of the differences? Were the students' predictions accurate or not? What surprised them in the information they received? What would someone from the other country like about your school if he/she came as a student? What would you like about his/her school, if you went there as a student?

Thinking about Schools ***

Materials: information on education in Volunteer's host country

1. Discuss with students the following questions: How is the national government involved in education in the Peace Corps Volunteer's host country? Do students (male vs. female, urban vs. rural, etc.) all over the country have equal opportunities for education? Is religion important in education in the country? How does the school curriculum prepare students for what they will do as they get older?

2. Ask your Peace Corps Volunteer to talk to some of the older members of their community about the schooling they received when they were younger. What can the Volunteer tell you about how schools and schooling have changed in their community? How are the changes similar to or different from those you found in your own community? (See "History of U.S. Schools" above.) How are the changes in schools in both countries related to the culture(s) of that country?

The environment in which each of us lives is part of a larger, global environment, which we share with all living creatures on earth. As human populations have grown, more and more demands have been made on the environment. This, in turn, has threatened animal habitats as well as the natural resources we all share. It is important for each of us to remember that the environmental decisions we make in one part of the world often have serious consequences in other areas as well. The activities which follow look at some of the issues faced by people and animals sharing a global environment. Remind students that environmental issues are complex and often controversial. Help them to identify divergent points of view and discuss reasons for differences in opinion. A list of environmental organizations that can provide further information is provided at the end of the guide.

Relationships Within Places:
Humans and their Environment

Water Cycle

Water Sources

Water Management

Endangered Species

Our Global Environment

Global Decisions

The Water Cycle

Since the beginning of time, water has been in continuous motion, traveling from the earth to the atmosphere and back again. Throughout the cycle, water constantly changes from vapor to liquid (rain) and sometimes to solids such as sleet, snow, ice, or hail. The movement of water is known as the **water cycle**. The activities below are designed to familiarize students with the parts of the water cycle and its importance to life on earth. ("Water Goes 'Round and 'Round" from *Geography Skills Activities Kit* by James F. Silver © 1988 is reprinted by permission of the publisher, The Center for Applied Research in Education, Paramount Publishing, West Nyack, New York.)

Water Goes 'Round and 'Round *

Materials: crayons or colored pencils, worksheet p. 55

1. Distribute the sheet entitled "Water Goes 'Round and 'Round" (p. 55) to each student. Make sure everyone understands the terms **evaporation**, **precipitation,** and **vapor**. Have students follow the movement of water through the cycle in the diagram as you read the following description aloud:

   - **Water is drawn from the oceans by evaporation.** The heat of the sun causes the water to evaporate. The oceans furnish most of the water for evaporation. However, large quantities of water are drawn from humans, animals, plants, trees, lakes, rivers, and marshes. When automobile, tractor, and airplane engines burn fuel, they also give off moisture in the form of vapor.
   - **Advancing warm air masses and winds transport the water vapor across the ocean and land masses.**
   - **Clouds are formed.** When the advancing warm air meets the cold air, the water begins to change back to its liquid form. "Young" clouds made up of millions of drops of water begin to take shape.
   - **Rain clouds are formed.** As the young clouds meet colder and colder air, the tiny drops become larger and larger.
   - **Precipitation occurs.** When the water drops become too large and heavy, they fall.
   - **Some of the precipitation runs off the surface.** If the precipitation falls on bare ground, hard-surfaced parking lots, city streets, and similar surfaces, it will flow quickly into ditches, streams, and rivers. Some of it will be stored in ponds and lakes. Most of the runoff will find its way to the ocean in a few hours or days.
   - **Most precipitation soaks into the ground.** Water that soaks into the ground is called **groundwater**. Almost all of this water eventually finds its way back to the ocean. Some groundwater is used by plants and trees and then evaporates. Some groundwater is drawn into the atmosphere directly from the soil.
   - **Water moves through the water cycle again and again.** Water is never destroyed. Thus, the water that early humans scooped from pools for drinking may very well be the water that will be used in homes and industries today.

2. As a review, have students complete the activity at the bottom of their page. Ask them to share their answers with a friend, then discuss answers together as a class. Also, have students discuss the following: Does all water follow the same route throughout its life? What happens to the water cycle in areas where there is a great deal of sunny dry weather? What happens if there is too much rain? What happens if water in the cycle gets polluted? What factors might help or hinder the water cycle in your Peace Corps Volunteer's host country?

Write a Life History *

Materials: writing and drawing supplies

1. Have students write a story or play describing the life cycle of a drop of water. Remind them to include details such as where the drop began its life, where it went during its travels, what happened along the way, and how it changed throughout its life. (Instead of each student writing his/her own story, you might have students work with a partner, or have the class create a cumulative story. Each student adds a part, either orally or in writing, as the story is passed around the room.)

2. Ask students to draw a diagram of the life cycle of the drop of water in their story.

3. Send copies of the stories and diagrams to your Volunteer or share them with a younger class.

Water Sources

In the United States, much of the water we use in our homes on a daily basis comes from rivers, lakes, and reservoirs and is referred to as **surface water**. In drier areas, water is also drawn from vast stores lodged in rocks and sand underground called **groundwater**. Before the water is used, it is generally piped to a treatment plant where it is purified and then held in a community storage tank until it is needed. In some parts of the world, people are fortunate to have clean water readily available. In other parts of the world, this is not true. The activities that follow will help students look at the sources of water in their own and their Peace Corps Volunteer's community and the necessity for protecting those sources from waste and pollutants.

Water to Your Home **

Materials: paper and drawing supplies

1. Ask students to find out the source that provides water to their homes, and where the water goes (to be processed and stored) before it reaches them. They can ask a relative or friend, or you or the students might contact the local water department for the answer. Does everyone in the community have the same source? What efforts are made to protect the water at these sources?

2. Have students draw a map or diagram that shows where the water goes as it travels from the source to their home, and where it goes once it leaves their home as waste water.

3. Ask your Volunteer what is the water source for people in the community where he/she is living. How does it get to their homes? Is it pure enough to drink? If not, what measures are taken to make it safe to use?

Water From the Ground **

Materials: sand, gravel, medium size stones, water, measuring cup, large cup or medium size plastic container

1. Remind students that though people in many parts of the world get their water from surface sources, there are many areas that rely heavily on water that comes from deep underground. The water may be anywhere from eight feet to nearly a mile beneath the ground. Groundwater is stored in the space between particles of sand or in cracks within layers of rock. Tell students they will be conducting an experiment to see how much water can be stored between sand, gravel, and stones as groundwater.

2. For each of the three materials (sand, gravel, and stones), have groups of students complete the following steps:

   a. Fill a watertight container with your first material (e.g., stones).
   b. Estimate and record how much water you think will fit into the container once it is "full" of stones.
   c. Pour water into the container until it begins to overflow. Keep track of the amount of water, and record it next to your estimate.

3. Discuss with students the results of their experiment. Were their estimates accurate? Were they surprised by how much water could fit into a "full" container? Which material was able to hold the most water? Why?

4. Continue a discussion or study of groundwater by considering some of the following questions: How is groundwater brought to the surface (springs and wells)? What are some of the ways in which groundwater supplies can be depleted? What can be done about it? What are some of the ways in which groundwater can be polluted? How is this preventable? Which areas of the world get most of their water from the ground? If possible, it might be helpful to invite a speaker to come and talk to the students about the issue of groundwater.

Water Management

Like the air we breathe, clean, fresh water is essential for life on earth. Every plant and animal needs water to survive. Although three-quarters of the planet is covered by water, over 97% of that is in the world's oceans, and is therefore of little use for domestic, agricultural, and industrial purposes. This leaves less than 3% of the water in the world as fresh water. Of that amount, two thirds is frozen in glaciers and ice caps. In the end, less than 1% of the world's water is readily usable by plants, animals, and human beings. Because there is a limited amount of water on this planet, it must be used with care if it is to continue to sustain life around the world.

In some areas of this country and in many parts of the world, low annual precipitation means there is not enough water to provide for domestic needs as well as those of agriculture and industry. In other areas, because of high levels of precipitation, there is too much water, which can be equally damaging. With varying degrees of success, people have come up with ways to block, channel, reserve, and control water in order to provide communities, farmers, and industries with the water they need. Often, however, actions intended to help one group of people have harmed another. People also continue to pollute and to waste one of the few resources on earth on which the entire world depends. The activities below look at some of the issues surrounding water management in the United States and around the world.

Local Water Management ***

Materials: paper and pencil

1. Ask students to list the reasons why water is important in and beyond their community. Have them also list the times they remember when water issues have been in the local and national news. What types of issues were discussed? Are the issues the same both locally and nationally? How do international issues relate to these?

2. Have students work in groups to research the answers to the following questions about their community. Alternatively, invite a speaker to come and talk about local water management.

   - What is the primary source of water for the community? Who is responsible for managing it?
   - What efforts are being made to maintain the supply and keep it clean?
   - How is the water in the community divided among agricultural, industrial, power plant, and private users? Which group uses the greatest amount of water?
   - What is the cost of water today? How has the cost changed over time?
   - In what ways is water being wasted in the community? What efforts are people making to conserve water?

- What water supply problems exist or are predicted for the future?

3. Discuss the students' findings as a class. Then have each group write a two-part report describing current water management practices in their community and additional efforts that need to be made to ensure an adequate clean water supply for the future.

4. Find out from your Peace Corps Volunteer how water is managed in his/her community. How are the issues similar to or different from those faced where you live? What accounts for the differences?

Increasing Water Supplies ***

Materials: resources for research

1. Ask students if they know what methods have been used to increase the water supply in dry areas of the United States as well as in other countries of the world (building dams and reservoirs to catch and store the runoff from surface water supplies; transferring water from water-rich to water-poor areas; tapping groundwater supplies; desalinization plants to transform sea water into usable fresh water). Discuss the possible costs and benefits related to each of these methods.

2. Help students find out which countries on your Volunteer's continent have water issues (too much, too little, pollution, and so on). Locate these countries on a map. Ask students what patterns they see between the issues involved and the locations of the countries.

3. Have students work in groups to research some of the water management strategies listed above. Ask them to make a list showing the pros and cons of each topic they study. (Specific topics of interest might include: the Ogallala Aquifer in the central United States, the Central Arizona Project, the Southern California Canal Project, the Aswan Dam on the Nile in Egypt, desalinization plants in Kuwait.)

4. Have each group present their findings to the class, and then consider the following questions: Who has a greater right to the fresh water supply? What is the most equitable way to decide the issue? Is the environment helped or hindered by the efforts of human beings to increase their own water supplies? Ask students what they think are the best solutions for the problems presented by their classmates.

Water Waste ** ***

Materials: large jar, bucket or dishpan, measuring cup, timer, calculator

1. Try the following experiment to show students how much water can be wasted simply by having a dripping faucet. (This activity is from *Geography Skills Activities Kit* by James F. Silver © 1988 and is reprinted by permission of the publisher, The Center for Applied Research in Education, Paramount Publishing, West Nyack, New York.)

   a. Set a water faucet so that there is a slight drip. Catch the drops in a jar for an hour.
   b. Measure the volume of the water, then multiply the volume of the drip for one hour by the number of hours in a day; in a week; in a year. Convert to gallons.
   c. Suppose that 10 million faucets in the United States dripped at the same rate. How many gallons of water would be wasted in a year?
   d. Have each student take a survey of his/her own home to determine how many faucets are leaking and how much is leaking from each faucet. Determine a class total of how much water would be wasted through dripping faucets - in a day, a week, and a year - if they were not fixed.

2. Ask students to try a similar experiment while brushing their teeth some day at home.

a. Set a timer while you brush your teeth as you normally do. (Don't leave the water running!) Record the time.
b. Set a bucket or dishpan in the sink or bathtub. Let the water run into your container for the length of time it took you to brush your teeth.
c. Measure the quantity of water in the container and record it. (Then use it for watering the plants, washing the dishes, or some other useful purpose.)
d. If you brushed your teeth with the water running, twice a day for a week, what volume of water would you waste? How much water would you waste in a year? How much water do you think you can save by turning the water off while you brush your teeth? Multiply that amount by the number of people in the United States to see how much water we could save as a nation.

3. Discuss other ways in which students and their families are or could save water in their homes.

Ask Your Volunteer. . .

- What is the source of fresh water in the community where you are living, and how does it get to people's homes?
- What efforts are made to ensure that water is safe to use?
- Where does waste water go? How is it treated?
- How is water conserved in the community where you are living?
- Are there any questions over water rights in your host country? How are they handled?

Endangered Species

As human populations grow, settlements expand, and technology increases, the lives of many of the animals with whom we share the environment are being threatened. The activities below look at some of the factors contributing to animal extinction, and their relationship to human-environment interactions. Note that this is a complex and controversial issue, particularly for those who live off the land. ("Endangered Species: Why and Where" is used with permission from *Global Geography: Activities for Teaching the Five Themes of Geography* by the Massachusetts Geographic Alliance. Boulder, Colorado: Social Science Education Consortium: 1990.)

Endangered Species: Why and Where * **

Materials: worksheets pp. 56-58, atlas, colored pencils

1. Read and discuss the article entitled "The End of the Dodo Bird" (p. 56). Review with students some of the possible factors that contribute to animal and plant extinction:

   - **Habitat Destruction:** People all over the world are contributing to the destruction of animal habitats at a rapid rate. The population of the world is growing very quickly. As a result, people need more farms to grow food and more land to build homes. As people use more land, more animals lose their homes. Animals need protected places to raise their young. If there is not enough cover or if too many people live nearby, some species will stop producing young.

   - **Overhunting:** In some parts of the world, people still hunt animals for food. In other parts of the world, people hunt animals for sport or for products like furs and oil. Because of the efficiency of human hunters, many animals can be overhunted to the point of extinction.

- **Pollution:** Species are also endangered due to pollution. Pollution happens when something finds its way into the environment that does not belong there. Chemicals and artificial materials destroy habitats. Some of the worst chemical pollutants are insecticides.

- **Accidental Death:** Many animals are killed accidentally by cars and boats. When a wild animal wanders onto a highway, often it doesn't make it to the other side. Three endangered species in Florida alone have become frequent victims of accidental kills. The Key deer and the Florida panther are killed on roads and highways. The Caribbean manatee, a peaceful water creature, has been mowed down and injured by the propellers of motor boats. Environmentalists say there are probably only 1,000 surviving manatees in Florida. In one year alone, 105 were reported killed in accidents.

Ask students if it is important to save species of animals from becoming extinct. Why or why not?

2. Give each student an outline map of the world (p. 57) and a copy of the chart entitled "Endangered or Extinct Species - Location and Factors Contributing to Extinction" (p. 58). Using an atlas for help, have them find the locations of the endangered species listed and write the species' names in the correct location on the map. They should create a key for the map, giving the names of the species, their locations, and the factors contributing to their extinction. (They might make a special mark for those that are already extinct.)

3. Students can illustrate the edges of their maps with drawings of the various animals listed or pictures of the animals cut out of magazines or other sources.

Looking Further at Endangered Species * **

Materials: research materials on endangered species

1. Have students work alone or in small groups to research a particular endangered animal. They might prepare a written or oral report or a poster detailing the information they gathered. They should include some background information on the appearance and lifestyle of the animal, its habitat and where it is located, reasons why it is endangered, and measures that are being taken to protect it. They might also include drawings or pictures of the animal and its natural habitat as it existed before and after it was threatened.

2. As a part of their research, have students write to different wildlife organizations to find out what measures are taken in the United States to protect the endangered animals in this country. (A list of organizations is provided at the end of the guide.)

Ask Your Volunteer. . .

- What, if any, endangered species are there in your host country?
- Why are they endangered?
- What efforts are being made to protect them? Why?
- What are the issues behind protecting endangered species in your host country?

Our Global Environment

Environmental disasters, whether natural or human made, can have an effect on the environment far beyond their immediate location. The activities below have students look at the adverse effects that humans can have on their environment and how changes in one part of the environmental system may affect people many miles away who depend on the same system. ("Sharing Our Global Environment" is used with permission from *Global Geography: Activities for Teaching the Five Themes of Geography* by the Massachusetts Geographic Alliance. Boulder, Colorado: Social Science Education Consortium: 1990.)

Sharing Our Global Environment **

Materials: U.S. map, world map, newspaper weather maps, case study cards pp. 59-60, worksheet p. 61

1. Ask students to define the term **environment**. Students should mention the objects around them, the place they live, and so on. Have students list the components that make up their natural environment. Compile a class list of their responses, which should include: land or soil, air or sky, water, mountains, trees, etc. Discuss why people need all these elements. How do all of these elements work together as a system?

2. Discuss with students the fact that the environmental system extends beyond their own community or even their own state or country. As with any system, a change in one part of the environmental system may cause changes to occur some distance away. Ask if anyone can describe an example of this happening.

3. Provide examples of the interaction of the environmental system using local and national weather patterns. For example, use weather maps from the newspaper to have students track a storm front, watching how it moves from the west coast to the east. If a storm hits California in the form of heavy rains in January, what will occur in Colorado several days later? Students on the East Coast, or in the South, might use their own experiences to discuss the progression of a hurricane as it travels from the southern Atlantic or Caribbean toward the southern United States and up the East Coast.

4. Explain that just as weather moves, other changes that begin in one part of the global environmental system can move or cause changes across state and national borders. Some natural and environmental changes can upset the balance and smooth functioning of the environment. When this happens, everyone who depends on the environment can be affected. Conduct the following activity to show students how events in one part of the world can set off changes in the environment that can affect people far away.

   a. Divide the class into five groups and give each one a case study card (pp. 59-60). Each group should read and analyze their case study and use atlases to determine:

      - In what country or location the environmental change began.
      - In what direction(s) it spread.
      - What other countries/places were affected.
      - How the environmental change affected people, animals, or plants as it spread.

      Groups should record their information on the handout entitled "Case Study Worksheet" (p. 61).

   b. When each group has completed its analysis, have them mark on a wall map of the world the origination point of their environmental change, the direction from that point it is known to have traveled, and the countries or places affected by the change.

   c. Have each group explain their case to the rest of the class and show on the map its environmental impact on other parts of the country or world.

5. To close the activity, again direct class discussion to how people influence the environment and how places on earth interact. Can such interactions be predicted? How can harmful interactions be prevented? What are the

costs of prevention? How does technology influence the environment? What positive effects have people had on the environment?

Environmental Research **

Materials: newspapers, magazines, and other research materials on the environment

1. Have students conduct research to find out more about the cases presented in "Sharing Our Global Environment," as well as other events that have affected the global environment (volcanic eruptions, ozone depletion, oil spills, and so on). Have them report their findings to the class.

2. Ask students to look for magazines and newspapers for information about man-made and natural disasters that affect the environment we all share. Add pictures and information to the wall map you created with the case studies above.

3. Ask students if they can think of any environmental changes in this country that might affect people living in your Peace Corps Volunteer's host country. Have them work in groups to research these issues. Then ask each group to explain to the class the change that occurred, and what could be done to avoid any damaging effects. Reverse the situation and look for any changes that have occurred in the Volunteer's host country that might affect people in the United States.

Global Decisions

As an undeveloped and little-explored continent, Antarctica is one of the world's last frontiers. Since 1959, a treaty honored by most nations of the world has protected Antarctica from commercial and national development, while keeping the continent open to scientific research. However, as the earth's population continues to grow, Antarctica is increasingly seen as a land of opportunity and development, as well as a possible solution to a variety of national and international problems.

In this activity, students take on the roles of nations with different interests in the future of Antarctica. They present their views and interests in a simulated global treaty meeting and work together to reach a compromise solution on the future of the continent. (Note: This activity will take at least two days to complete.)
(The background information above and the activity entitled "A Global Decision: The Future of Antarctica" are used with permission from *Global Geography: Activities for Teaching the Five Themes of Geography* by the Massachusetts Geographic Alliance. Boulder, Colorado: Social Science Education Consortium: 1990.)

A Global Decision: The Future of Antarctica ** ***

Materials: worksheets pp. 62 and 65, role cards pp. 63-64, world map, posterboard or large drawing paper, drawing supplies, research materials on Antarctica

1. To begin the activity, ask students what they already know about Antarctica. Encourage student contributions with questions regarding Antarctica's location, geography, appearance, animals, inhabitants, and importance. Through student responses and class discussion, establish that:

   - Antarctica is one of the earth's seven continents.
   - It is the land mass that surrounds the South Pole.

- Most of the land of Antarctica is buried year-round under a sheet of ice that is hundreds of feet thick in some places.
- There is no native human population and no country or government on the continent of Antarctica.
- Antarctica may have valuable natural resources.

2. Explain that, as an unsettled and unknown land, Antarctica is very exciting to many countries of the world. As the world becomes more populated and experiences more problems, some countries look to Antarctica for an answer to their problems. There are many different claims and interests in Antarctica. For example:

   - Seven nations claim to own pieces of Antarctica; they base their claims on explorations conducted earlier in this century. Other nations claim that no one can own any part of Antarctica.
   - Some nations want to use Antarctica to fill global or national needs such as the need for food, water, or natural resources such as oil; other nations would like to send the garbage they don't have room for to Antarctica.
   - Some nations think that Antarctica should be open to scientific exploration and research; others feel that Antarctica should be preserved and protected as it is.

3. Give each student a copy of "The Antarctic Treaty of 1959" (p. 62). Review with the class the terms of the treaty.

   - Are any particular nations or interests favored in the treaty?
   - Does this treaty show cooperation among nations? How?
   - How does the treaty reflect concerns regarding the environment of Antarctica?

   Explain that only 12 nations signed the treaty in 1959, and six others signed at a later date. Most other nations honor the treaty, but no one must. The signatories meet every two years to reevaluate the treaty. The last line of the treaty stipulated that it would last until 1991, at which time any treaty nation could ask to have the treaty revoked or reconsidered. At a meeting held in 1991, a subsidiary agreement of the original treaty, called the "Protocol on Environmental Protection of Antarctica," was issued. In continues to be a non-binding agreement, but one which most nations honor. (See the **Research Suggestions** following this activity for ideas regarding further investigation of the 1991 decision.)

4. Explain that over the next two days, students will simulate the Antarctic Treaty revision meeting of 1991. To prepare for the treaty meeting, students will work in small groups, each taking on the role of a nation with special interests and plans for Antarctica. Each group will read and discuss their national role, as described on their role card (pp. 63-64). Using the worksheet entitled "Antarctica Treaty Meeting, 1991" (p. 65) to guide their analysis, each group will then: identify their nation's concerns and interests; write a speech supporting their position, which they will present at the treaty meeting; and prepare a poster to convince other groups to support their position.

5. Divide the class into six small groups and distribute a role card and a worksheet/speech outline to each group. Ask each group to select a leader to assign and coordinate tasks. Allow students time during the next day or two to analyze and discuss their roles, conduct research on Antarctica, prepare their speeches, and create their posters. Have plenty of resources available for research as well as materials with which students can make their posters.

6. **The Treaty Meeting:** Ask each group to select a spokesperson for the meeting. Arrange six chairs and desks at the front of the room, one for each spokesperson. Have each group display its poster somewhere at the front of the room.

7. Open the treaty meeting with a statement on the purpose of the meeting (to establish a new treaty that explains the future uses of Antarctica) and a review of the terms of the 1959 treaty. Allow the spokesperson from each group five minutes to read his/her speech and explain the group poster. Students at their seats should make notes of the six proposals for Antarctica. Write a brief description of each proposal on the board for class reference.

8. When all six positions have been presented, lead the class in a discussion of the pros and cons of each proposal. Who will be helped by each proposal? Would any nations be hurt by the proposal? How? Would Antarctica be helped or hurt by the proposal? What would Antarctica be like 50 years from now if each proposal were adopted?

9. Conduct a vote on the six proposals for Antarctica. If no single proposal receives a majority of votes, eliminate those proposals with the least votes and vote again until the class has narrowed their decision to two or three proposals. Ask the class how they can reach a compromise - a halfway point - between the leading proposals. What could each side give up to reach an agreement? Help the students negotiate a compromise plan for Antarctica that is agreeable to all students in the room.

10. Debrief the activity by asking the class to analyze how it made its decision. Which did students feel was more important, the needs of their own nation or the future of Antarctica? Does the continent of Antarctica have a person or group to speak for it or look out for its future? What would happen to Antarctica in 100 years if every nation tried to take a piece of the continent? How does the future of Antarctica affect the world as a whole?

11. Follow-up Option: Have students return to their groups and create a new poster that shows the final plan for Antarctica. Their poster should represent clearly, either in pictures or writing, how the final treaty plan will affect the world as a whole and how it will affect their own national interest (e.g., scientific research and exploration, environmental preservation, food or natural resources, military security and defense, and so on).

Antarctica Research Suggestions ***

Materials: research materials on Antarctica, *Encyclopedia of the United Nations* (has the answer to #1)

1. Have students look up the outcome of the treaty meeting that was held in 1991. How does the outcome compare to the decision they made as a class? Discuss this together. In addition to the 18 nations that signed the original treaty in 1959, which other nations signed the treaty in 1991?

2. Have students find out the United States' position on Antarctica. Is there disagreement in this country about what should happen to Antarctica in the future? Why or why not?

3. Conduct further research on present day life (human and animal) in Antarctica and report findings to the class.

4. Read about early exploration of Antarctica. How would the early explorers of the continent feel about what they would find on Antarctica today? What might their position be on the future of the continent? Write an essay from their point of view.

People all over the world are members of a larger global community. Though we live in different countries, with different traditions and values, we are inescapably linked to one another in a variety of ways. With the invention of modern forms of transportation, we travel quickly from one nation to another. We talk to people in other places by mail, telephone, telegram, computer, and fax. We hear news and gather ideas from other countries through newspapers, television, radio, and books. Many of the foods we eat, clothes we wear, and products we use on a daily basis come all, or in part, from other corners of the world. People around the globe are tied together through a constant exchange of foods, products, ideas, and economic support. The activities that follow will help students look at how their lives and communities are linked to those in their Peace Corps Volunteer's host country as well as other nations of the world.

Movement: Humans Interacting on Earth

Corresponding by Mail

In the News

The World at Home

Corresponding by Mail

The United States Postal Service and other shipping companies make it easy for people in this country to correspond with one another by mail. From a nearby mailbox, post office, or mailing center, a letter or package can travel across town or across the country in a matter of days. Through these postal services we are also able to correspond with people around the world, thereby maintaining another link to the larger global community. The activities below will look at the ways in which people communicate with one another by mail.

Early Mail Delivery * **

Materials: worksheets pp. 66-68

1. Distribute a copy of the "Postal Delivery Time Line" (p. 66) to each student. Discuss the milestones that have been made in the history of mail delivery. Calculate how long ago certain events happened. What else can students add to the timeline?

2. Distribute a copy of "The United States Mail on the Move" (pp. 67-68) to each student. Read silently or as a group, then have students work with a partner to list all of the differences between mail delivery in the past and present. Discuss the students' findings when they are finished.

3. Have students rewrite the Postal Delivery Time Line, horizontally, on long sheets of shelf paper. Ask them to illustrate each event described, and add any other events they have read or learned about.

4. Read about (or research) the Pony Express. Have students make a board game that illustrates the path taken by Pony Express riders from St. Joseph, Missouri to Sacramento, California with some of the successes and dangers they might have encountered during their journey.

Mail Delivery Today * **

Materials: local post office and/or research materials on modern day U.S. mail delivery

1. Take students to the local post office or have them do some research in the library to find out how mail is processed and delivered in the United States today. Nearly one billion pieces of mail are handled by the United States Post Office each year. What advances in modern technology make the postal worker's job easier? In what ways is mail delivery today similar to what was done in the past? What advances might be made in the future that would make mail delivery even more efficient? (Students might enjoy inventing new systems for mail delivery.)

2. Find out from your Peace Corps Volunteer how mail is collected, sorted, and delivered in his/her host country. Is the system the same all over the country? How does it compare to mail delivery in the United States? Find out what your Volunteer has to do to send you a letter or to receive a package. How does this compare with what we need to do in this country?

3. Have students brainstorm a list of other ways in which people communicate from place to place in this country and from one country to another (fax, cables, computers, telephone, and so on). Compare these means of communication to using the mail. Have students find out what forms of communication older citizens in their community used when they were younger. Ask what forms of communication students think their grandchildren might use in the future.

Tracking Correspondence * **

Materials: worksheet p. 69, scale with ounce and gram weights, calendar

1. Post a copy of the "Air Mail Rates" (p. 69) chart from the United States Post Office. Have students weigh each letter you send to your Volunteer and tell you how much it will cost to send.

2. Keep a record of the correspondence you receive from your Volunteer. (Suggestion: Number your letters.) For each letter or package, have students record the following information:

   - weight
   - date sent (look at the postmark)
   - date received
   - length of time to reach you

   Ask your Volunteer to keep track of the same information for the mailings you send to him/her. (The Volunteer doesn't need to record the weight. You can do that before you send the letter or package off.)

3. After several months, analyze the information you have collected. Have all of the Volunteer's letters taken the same length of time to get to you? Have your letters taken more or less time to travel the other way? Does the weight of the letter or package have anything to do with the mailing time? Does the time of year affect the time it takes to receive a letter? What other factors, either in the United States or in the Volunteer's country, might affect the time it takes to receive letters from one another?

Packages by Air **

Materials: worksheet p. 70, atlas

1. Distribute a copy of the "Air Parcel Post Rates" (p. 70) tables to each student. The countries listed are all countries in which the Peace Corps has, or has had, Volunteers working. Using an atlas or world map, have students locate each country, and calculate the approximate distances from those countries to where they live in the United States. (You may want to divide the list of countries among your students so that they don't each need to measure so many distances.)

2. Look at the two tables, and discuss how they work together. (Find the country's rate group on Table A. Then locate the shipping price in the corresponding column on Table B in the row that matches the weight of the package being sent.) Be sure that students understand how to calculate the price of shipping for packages over 10 pounds.

3. Have students look for patterns in the prices listed within each rate group. Do the prices go up at a steady rate? Is the increase in rates even across all rate groups? Why might countries be assigned to different rate groups? Find two countries that are close together on the map but are in different rate groups. What might be the reason for the difference?

4. Present students with problems that have them calculate the cost of sending packages of different weights to different countries. Examples:

   - How much would it cost to send a 6 lb. package to the Philippines?
   - Would it cost more to send a 12 lb. package to Swaziland or to Zimbabwe?
   - If you had $75, would you have enough money to send a 15 lb. package to Ecuador?

5. Have students make up problems for each other to solve.

Shipping Options ***

Materials: sample letter, book and medium size box, community resources on shipping and mailing options

1. Present students with three sample objects to be mailed to your Volunteer: a letter, a book, and a medium size box (filled with something so it has some weight). As a class, record the measurements and weight for each object. Brainstorm ways in which you might send each of them (separately) to your Volunteer.

2. Divide the class into small groups and instruct them to use resources in the community to find the best deal for sending each item overseas to your Volunteer. Their goal is to send them as quickly as possible for the least amount of money. But, they want each object to arrive safely, so they will need to pay attention to the quality of the shipping and the possibility that they will need to insure what they send. Allow at least a week for them to conduct their research. (Other options might be to give a different object to each group or have them use the same objects, but assign each group a different company or service from which to gather information.)

3. Come together and share the information gathered by each group. What factors constitute a "good" deal? Which companies or services offered the best deals? What might be some of the reasons for variations in rates between companies?

4. Choose two different postal services that offer roughly the same price and shipping time. Send two letters or other items of the same size, shape, and weight to your Volunteer on the same day. (Mark each one differently so they can be distinguished.) Ask the Volunteer to let you know when each one arrives. Did each take the predicted length of time to arrive? Was one faster than the other? What factors might have affected the travel time? What can students say about the process of sending mail overseas?

Ask Your Volunteer...

- How do people usually communicate with people in other towns or villages?
- How much does it cost to send a letter within your host country? To another country?
- Is it common for families to write and receive letters?
- How often and where is mail collected and delivered? How is it done?
- What options do people have for sending letters and packages overseas?
- How far is the nearest mailbox or post office from where you live?

In the News

Newspapers are one of many ways to see the links between one's own community or country and those in other parts of the world. We read about events overseas, see pictures of people in other lands, scan advertisements of products made abroad, and check listings of airline fares to countries far and wide. These, and other references to countries and cultures different from our own, are all evidence that we are not living in isolation, but rather as members of a larger community.

Looking for Evidence * **

Materials: local and national newspapers, newspapers from Volunteer's host country, newspapers from other English-speaking countries

1. Have students spend a few days looking through their local or national newspapers for references to countries in other parts of the world. Ask them to cut out any references they see, trying to keep the name of the country and the reference together (e.g., an ad for "Mexican Salsa," a headline stating "Royal Wedding in Japan," or a listing for "Low fares on British Airlines"). For older students you might suggest they look for references in the following categories:

Political News	Environmental News	Cultural Events	Sports	Travel
Pictures	Television Programs	Products	Foods	Maps

2. Collect all of the references they find and pin them up around a world map. Use strings to connect them to the different countries mentioned. Look at the number of countries represented and their locations around the world. Discuss the following questions: Which countries and areas of the world are mentioned the most often? Why? What might some reasons be that certain areas of the world are not mentioned at all? What are some of the different reasons why countries were mentioned (news, products, television shows, foods, and so on)? Ask students what conclusions they can draw about the connections between their own country and those in other parts of the world.

3. Ask your Peace Corps Volunteer to send you a copy of a newspaper from his/her country. Try the same activity with this newspaper (the Volunteer might help you by circling and translating references, if language will be a problem for the class). Are the same parts of the world mentioned in the Volunteer's newspaper as in yours? Why or why not? Why might there be differences in the countries and types of information mentioned?

4. If possible, look at newspapers from other English-speaking countries. Are similar or different parts of the world mentioned than those noted in your local papers and those from your Volunteer's country? Ask students how they would explain the similarities and differences found.

U.S. Media Perception ***

Materials: U.S. magazines and newspapers

1. Have students spend a week or two collecting newspaper and magazine articles printed in the United States about a specific foreign country. Use the host country of your Peace Corps Volunteer or any other that fits your unit of study. Students might also work in groups to find articles on a number of chosen countries, each group working on a different country. Try to find articles printed during the past two years as well as some that are older (perhaps 5-10 years ago, or older, if the publications are available).

2. Once the information is collected, have students work with a partner or small group to answer the following questions:

   - How much information about the country is in the news? Were you surprised? Explain.
   - From the articles you read, what can you tell about how the United States' media perceives the country ?
   - Are there conflicting views presented in different sources?
   - What mix of fact and opinion do you find in different articles? How can you tell the difference?
   - Has the country been evenly represented over time, or has there been more coverage at certain points in the past or present? Explain.
   - Compare articles from the past and present. Has the United States' media perception of the country changed over time? Explain.

3. Come together as a group and compare the information gathered. Your discussion might include the following questions: Are the perceptions of other countries reflected in the United States' media accurate or not? What reasons might there be for imbalances in the amount of coverage of different countries? Has the United States' media changed its view of any countries in the world during recent years?

Media Perception in Other Countries ***

Materials: newspapers from Volunteer's host country

1. Ask your Peace Corps Volunteer to send the class a copy of a local newspaper. (He/she may also need to help with translation if it is not available at your school.) Are any articles in the paper about the United States? What perception of the United States is reflected through the articles? Do the two countries share mutual attitudes about one another?

2. Continue the discussion by posing the following questions: How might people in other countries reading U.S. newspapers perceive the United States? Are these perceptions accurate or not? Why or why not? Ask your Volunteer if any U.S. newspapers or magazines are available in his/her host country. What are people's reactions to what they read in those newspapers?

Comparing Coverage ***

Materials: newspapers from U.S. and Volunteer's host country

1. Compare coverage of the same event from both countries' points of view (United States and Volunteer's host country). What similarities and differences are there? Have students explain their answers.

2. Look at newspapers purchased the same day in both countries. Compare and contrast. Ask students what factors could account for the differences they notice (level of technology, expense of paper, and so on).

3. Look at advertisements from both countries. From the products advertised, what can you say about the values of that culture? What similarities or differences do you notice about the types of advertisements in the two countries?

Ask Your Volunteer...

- How do people get news about other parts of the country or the world?
- What types of newspapers and magazines are available in your community?
- Is there a history of freedom of the press in your host country?
- Do opinions vary in different publications?

The World at Home

The following activities are intended to show students how many items in their own homes tie them to a global community. They have been adapted with permission from lessons entitled "Your Global Home" and "The Global Gourmet" in *Global Geography: Activities for Teaching the Five Themes of Geography* by the Massachusetts Geographic Alliance. Boulder: Social Science Education Consortium, 1990.

Your Global Home * **

Materials: worksheet p. 57, colored pencils

1. Have students spend an evening or weekend looking around home for items that come from other countries. They should make a list of what they find, including each object and the country from which it comes. They may also want to bring in tags or labels, the actual items, or pictures drawn of the objects they find.

2. Make a class chart listing all of the countries represented and the variety of items found from each country. Give each student a world map (p. 57) and have them label and color each of the countries listed on the chart.

3. Pose the following questions: Why do you think we have so many items from other countries in our homes? Could we live without any of the items or purchase the same things in this country? What are the benefits to ourselves and to people in other countries of having items made elsewhere in our homes? What might be the drawbacks of having items made outside the country in our homes? Why do some people feel so strongly about "Buying American?"

4. Ask your Peace Corps Volunteer what kinds of items from other countries are found in homes in his/her community. Ask students the following questions: Did the Volunteer notice the same quantity and variety of foreign items in the homes in his/her community as were found in your homes? How might you explain the similarities or differences? Were you surprised by any of the foreign items found by the Volunteer in his/her community? Explain. Do you feel that people in your Peace Corps Volunteer's community are more or less dependent on items made abroad than your family or people in your community? Explain your reasons.

The Global Gourmet * **

Materials: worksheets pp. 71-72, drawing supplies and/or magazine pictures, wall map of the world

1. Ask students if they like foods from other countries. Make a list of the foreign foods they like or eat regularly, including where each food originated (e.g., spaghetti - Italy; egg rolls - China; tacos - Mexico). Tell students that, in fact, a great many foods they eat every day came originally from some other part of the world. If students look closely, they may be surprised by how many international foods they eat.

2. Distribute the story entitled "The All-American Gourmets" (p. 71). Read the story aloud together or have students read it to themselves.

3. When they finish, have each student work with a partner to list all of the foods mentioned in the story and where each one might have originated. Discuss their predictions together.

4. Distribute the sheet entitled "Food Origins" (p. 72). Read and discuss with students the history of each international food mentioned in the story. (You may choose to have older students do some research in the library on each of the food items before looking at the sheet.) Have students draw or cut out pictures of each of the foods and put them on a wall map in, or pointing to, their country of origin.

5. Discuss the students' reactions to the information they have just read (or researched). Are the foods only available from their country of origin? Why or why not? How many different countries was the gourmet family tied to through the foods they ate in the story? How many countries are we tied to through the foods we eat every day? In what ways does food tie the people of the world together? How did these foods become a part of our diet in the United States (explorers, trade routes, immigrant groups, travel experiences of Americans to other countries)? How would our diet be different if we did not have all these foods?

Gourmet Research * **

Materials: worksheets pp. 73-74, research materials on food origins

1. Conduct a supermarket search to identify the variety of foods from other countries that are available in your community. Distribute the sheet entitled "Supermarket Search" (pp. 73-74) to individuals or pairs of students. Have them accompany a parent or friend to the market in order to locate as many examples of international foods from each group as possible. Compare findings together as a class and add more pictures to your map of food origins. How do these choices reflect the cultural makeup of your community?

2. Ask students which foods we eat that are native to the Americas (beans, corn, tomatoes, peanuts, chili peppers, pecans, squash, wild rice, cashews, cranberries, pineapples, sweet potatoes, and avocados). Older students might continue their library research to answer this question. See if students can discover where in the Americas these foods originated. Add them to your wall map.

3. Ask your Peace Corps Volunteer whether any of our native foods are found in his/her community. Which foods or food products from the Volunteer's host country are likely to be found in our homes? Where else in the world are these food items grown or prepared?

Global Interdependence * **

Materials: worksheets pp. 57, 75

1. To demonstrate to students how many countries in the world work together to create many of the things we use every day, read the story entitled "The Global Pencil" (p. 75). (Used with permission from *Building Skills in Geography* by Richard G. Boehm, Larry L. Bybee and James F. Peterson. Columbus, Ohio: Glencoe Publishing Company, 1990)

2. Discuss the many materials used in making a pencil. Have students label a world map (p. 57) with each of the materials used to make a pencil (underlined in the story) and the country from which each one comes. Would we be able to make the same pencil with materials and products made exclusively in the United States? Why is it important that countries of the world work together in manufacturing everyday items? What other types of products are made through a partnership of countries working together? What is the point of this story?

Ask Your Volunteer...

- What new foods have you discovered since you began your Peace Corps' service?
- Which familiar foods are you glad to find in your host country?
- How is food stored? Prepared?
- What foods are eaten typically? Why?
- What non-food items that come from the United States have you found in homes in the community where you are living?
- What foods or products from your host country might we find in our homes in the United States?

World Wise Teachers

Research Ideas

Armchair Traveler

Environmental Investigation

Research Ideas

The research ideas presented below are a compilation of ideas sent in by teachers who have been involved in the World Wise Schools program. They are intended as suggestions, to be used in any combination that fits the level and interest of your class. Be sure to "debrief" students after discussing or experiencing a part of a new culture. Encourage them to look for both similarities and differences between their own country and the one they are studying. Ask them to explain how the similarities and differences relate to technology, culture, and geography. Thanks to the following teachers for sharing their research ideas:

Melinda Ludwig, Kingsbury School, LaPorte, Indiana
Corrine Lund, Gallipolis City Schools, Gallipolis, Ohio
Eileen Mitro, Piner Elementary School, Santa Rosa, California
Mary Quijano, Montgomery Elementary School, San Antonio, Texas
Linda Reeves, Redlands Middle School, Grand Junction, Colorado
Carol B. Stehm, Monroe Middle School, Rochester, New York
Sheryl Walsh, Sterling Middle School, Quincy, Massachusetts

Options for Choosing a Topic

- Discuss genealogy and have each student learn about his/her own country of origin.
- Study the host country of your Peace Corps Volunteer.
- Have students choose a country that intrigues them.

Getting Started

- Have students write down all the information they already know (or think they know) about their countries of choice. Save these comments. Students will be interested to look at their comments again later to see how accurate they were and to see how much they learned.
- Collect resources: encyclopedias, atlases, books on countries, maps, WWS videos and other country-related films, travel office information, etc.
- Find out if anyone in the class or community is from or has been to any of the countries chosen. Arrange for him/her to come and speak to the class.

Possible Topics of Inquiry

country size
major languages
ethnic groups
climate
natural resources
customs
current leader
neighboring countries
population
major religions
products and industry
government
physical features
holidays and customs
key points in history
transportation
animals
places to visit
education
sports
environmental issues
links to the U.S. (that might have encouraged emigration)

Keeping Track of Student Progress

- Design a checklist outlining each stage of the project students are to complete. Have them meet with you once every few days to show you their checklist and report their progress on the project. Hold them accountable for anything checked off.

- Design a form of passport with one page or section labeled with each stage of the project. Have students hand you their passport to be stamped when each item is complete.

Possible Forms of Presentation

- Written report
- Oral report
- Travel brochures or posters
- Series of postcards illustrating and describing the country
- Oral or filmed travel pitch convincing others to come to the country
- Chart comparing and contrasting different aspects of the United States and another country
- Bulletin board
- Mural
- Mini - lesson for another class

Related Activities

- Prepare and sample foods from other countries.
- Play games from different parts of the world.
- Try arts-related activities from around the globe (music, weaving, mask-making, batik, origami, storytelling, etc).
- Learn words from other languages (from native speakers if possible).
- Draw flags from different countries.
- Represent your country (individually, in a small group, or as a whole class) in a schoolwide Olympics; make and carry your country's flag in the Olympic parade.
- Have a culminating International Festival to present or display what the students have learned or produced.

Possible Follow-Up Questions

- What cultural similarities do you notice among the countries the class has studied? What might be the reasons for these similarities? For the differences?
- Is it easier to find information about certain countries and harder for others? Why?
- Were your initial thoughts about the country accurate? Explain.
- Are there certain countries in which you would, or would not, feel comfortable living? Explain what you would need to do or learn to become comfortable there.
- What would be your biggest adjustment if you moved to the country you studied?
- What was something surprising that you learned about another country? Explain.

Some of the other interesting ideas that have been sent in by WWS teachers are described below. The creator of each activity is listed below its title.

Armchair Traveler: Enhancing Multicultural Awareness Using Original Sources *Barbara R. Gaddis,* Oakleigh Elementary School, Baltimore, Maryland

Background:
This year-long program is designed to increase awareness of and appreciation for the different cultural and ethnic groups represented within a school community. Through geographic and literature studies, students, parents, faculty, and staff learn more about the cultural heritage of the people with whom they interact on a daily basis.

Getting Started:
Decide on two or three cultural groups that will be the focus of study for the year. These might be the larger or predominant groups represented by your community or others that fit your students' interests or fields of study. Include the country where your Peace Corps Volunteer is living. Work with a librarian and other members of the community to come up with a bibliography of books pertaining to the cultures of choice. Be sure to have a variety of selections for each of the grade levels that will be involved in the program. Also, look for members of the school or local community who would be willing to come in and share firsthand knowledge about different cultures.

Dividing the Year:
Divide the school year into parts and decide which culture or country will be the focus for each one. Design activities and programs to fit into each section of the year. Some possibilities follow:

- Invite an author or illustrator of the cultural background being studied to come visit the school and speak to students, parents, faculty, and staff;
- Establish discussion groups composed of students, parents, faculty, and staff to discuss books pertaining to a particular culture or country;
- Involve students in letter writing and other aspects of the WWS program that relate to the field of study;
- Present several evenings of multicultural programs representing the community's different cultural groups (international dinner, folk dancing, storytelling, music from other lands, current events, and so on).

Follow-Up:
Provide time at the end of each unit for students to share what they learned from their reading and studies. Compare and contrast different aspects of their own cultural heritage to the ones they have studied. What were the similarities and differences? Were they surprised by anything they learned? Do they have a new understanding of the culture they studied? What was their favorite book? Why?

Environmental Investigation

Robert Rodden, Patwin School, Davis, California

Background:
This is an activity designed to help students identify the environmental concerns in their own community and compare them to those in communities in other countries.

Collecting Information:
Have students make a list of the environmental concerns in their local community. Next, they should work in groups to document the nature of the concern using newspaper and magazine articles, interviews, photographs, research, etc. Ask your Peace Corps Volunteer and the people working with him/her to do the same thing to whatever extent is possible. Then exchange information.

Reviewing Information:
Have students review the exchanged material and determine similarities and differences between problems; elements that led to specific problems; relationship of problems to cultural/societal development; existence of similar problems nearby; and alternate solutions.

Follow-Up:
Exchange correspondence with your Peace Corps Volunteer about efforts that are being made in both of your communities to alleviate the problems discussed. Have students suggest their own solutions.

Activity Worksheets

Mystery Countries

Directions: Use an atlas and the clues below to help you identify each of the mystery countries. After you have identified each country, fill in its name and capital and add two new descriptions on the lines below.

A. Country:_____ Capital:_____

My northern tip is above the Arctic Circle.
The Gulf of Bothnia is to my west.
I am located in Europe.
I do not touch the Barents Sea.

_____

_____

B. Country:_____ Capital:_____

I am located in the Middle East.
I am mountainous in the south.
My notheastern region is covered by desert.
A deep sea lies on my western border.

_____

_____

C. Country:_____ Capital:_____

The country of Paraguay is my northeastern border.
The Andes Mountains run down my western side.
My southern half gets less than 10" of rain per year.
The Falkland Islands lie to the east of my southern tip.

_____

_____

D. Country:_____ Capital:_____

I am located in Africa.
No ocean touches me.
Lake Tanganyika forms part of my eastern border.
A tropical rainforest covers most of my land.

_____

_____

How to Study a Geography Picture

Farming in Northern Mexico

1. What things does the picture show that were not made by people? Look at the...
   a. plants: _____
   b. wildlife: _____
   c. land: _____
   d. water: _____
   e. weather: _____
   f. climate: _____

2. What things have people done to help them live in the area shown in the picture? Look at the...
   a. land changes: _____
   b. water changes: _____
   c. animals: _____
   d. plants: _____
   e. houses and other buildings: _____
   f. aids to transportation and communication: _____
   g. clothing: _____

3. What are some other things that you notice in the picture? _____
   _____

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What to Look for in a Picture

Use the list below to help you scan a picture for information about the physical characteristics of a place and the ways in which people have adapted to that environment.

A. What things does the picture show that were not made by people? Look at the...

- plants
- wildlife
- land
- water
- weather
- climate

B. What things have people done to help them live in the area shown in the picture? Look at the...

- land changes
- water changes
- animals
- plants
- houses and other buildings
- aids to transportation and communication
- clothing

C. What else do you notice in the picture?

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Nomi and the Magic Fish

When Nomi was a little girl, her mother died, and her father married another woman. This woman had a daughter called Nomsa. Nomi was a beautiful, tall child, but Nomsa was very short and ugly.

The second wife did not like Nomi. Often she beat her and sent her to bed without supper. Ever since the girl was six years old, she had sent her to the veld* to look after the cattle.

Every morning, she said, "Nomi, drive the cattle to the veld. Do not come home at midday, for I have no food for you. And take your ugly dog with you. I have no bones to give it."

One day at midday, Nomi drove the animals to a deep pool to drink. In this pool, she had often seen a big fish swimming about.

The poor girl was very hungry. She sat down beside the pool and cried. Her faithful dog put his head on her arm and barked.

Soon the fish swam to her. She was afraid and wanted to run away, but the fish said, "Do not be afraid, Nomi. I shall not touch you. Why are you crying?"

The poor girl said, "I am hungry. My father's second wife is very cruel to me. Often she gives me no food to eat. This morning before breakfast she sent me to the veld with the cattle. Last night I had no supper. To her daughter she gives much food. Look at my arms. They are very thin. My fingers look like the claws of a bird. In winter I am cold. I have no coat to wear. Look at these ugly clothes I am wearing. I have no pretty clothes."

The fish said, "Poor child, I cannot give you pretty clothes to wear, for the wicked woman would take them away and give them to her ugly little daughter. But I can give you food to eat. Bring the cattle to this pool at midday every day."

The fish gave the hungry girl some bread and milk, and to the dog it gave a big bone full of meat.

Soon, Nomi grew fat. She looked happy and beautiful. The dog, too, was fat and did not creep under the table. They did not eat the food the wicked woman gave them. She was angry and asked, "Why do you not eat your supper at night? Why are you so fat? You say you are not hungry. Where do you get food to eat?"

She beat her with a big stick, but Nomi would not tell her who gave her the food. Then the cruel woman beat the dog. At last the poor animal said, "A big fish that lives in a deep pool in the river gives us food every day."

The girl ran to the pool and told the fish. It said, "I know the wicked old woman will kill and eat me. Do not cry but take my bones and throw them into the chief's garden. Do not let anyone see you do this."

---

* **veld** - open grassy country, with few bushes or trees

The next day, the wicked woman did not get up. She said to her husband, "I am very, very ill. If I do not have fish to eat, I shall die. You will find a big fish in the deep pool in the river."

The man went to the pool and caught the fish. He cooked it and gave it to his wife who ate everything except the bones. These she left on her plate. She said, "Nomi, take this plate and wash it. Now, nobody will give you food to eat, you naughty girl. Take the cattle and go to the veld. There is no food for you or your ugly dog today. You will soon be thin and ugly again with fingers like the claws of a bird."

The girl hid the bones under her dress, and that night when it was dark and everyone was sleeping, she crept out of the hut. She went to the chief's garden and threw the fish bones into the garden.

The next morning the chief was walking in the garden when he saw the white bones. He sent a servant to fetch them, but every time the man tried to pick them up they fell through his fingers. The chief sent another servant to try, but he soon came back and said, "I cannot pick them up. Every time I try, they fall through my fingers."

The Chief was angry and said, "I shall pick them up myself!" He tried and tried, but could not pick them up. At last he said, "I shall marry the girl who brings the bones to me."

All the girls of the village put on their beautiful clothes and went to the Great Place, for that was what the chief's house was called. One by one, they tried to pick up the bones which always fell through their fingers. When all the girls had tried, the chief asked, "Are all the girls of the village here?"

One woman said, "Nomi is not here. She is on the veld looking after some cattle."

Nomsa's mother said, "Nomi is not strong. She is very thin and cannot pick up the bones."

But the Chief said, "Send a servant to fetch her."

When Nomi reached the garden, she picked up the bones easily and carried them to the chief. Her dog ran barking behind her.

The chief was very happy when he saw the beautiful girl and said, "Tomorrow, I shall marry you."

Many woman stamped mealies and made big loaves of bread. The men killed six oxen and many sheep, and the next day there was a great feast. Nomsa and her mother didn't come to the feast. They were afraid and ran away into the forest.

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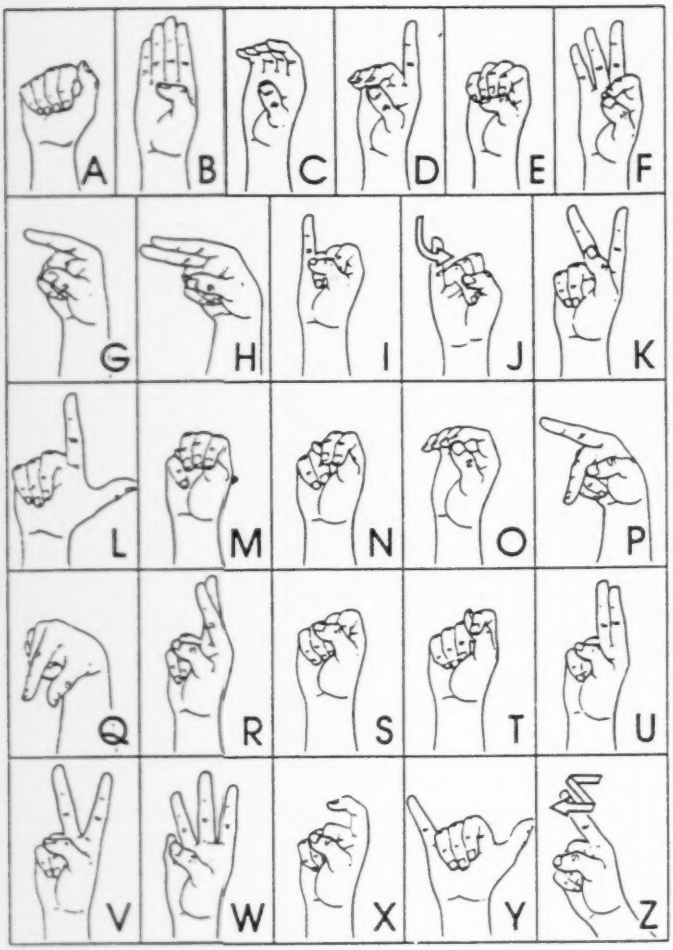
Speaking With Hands



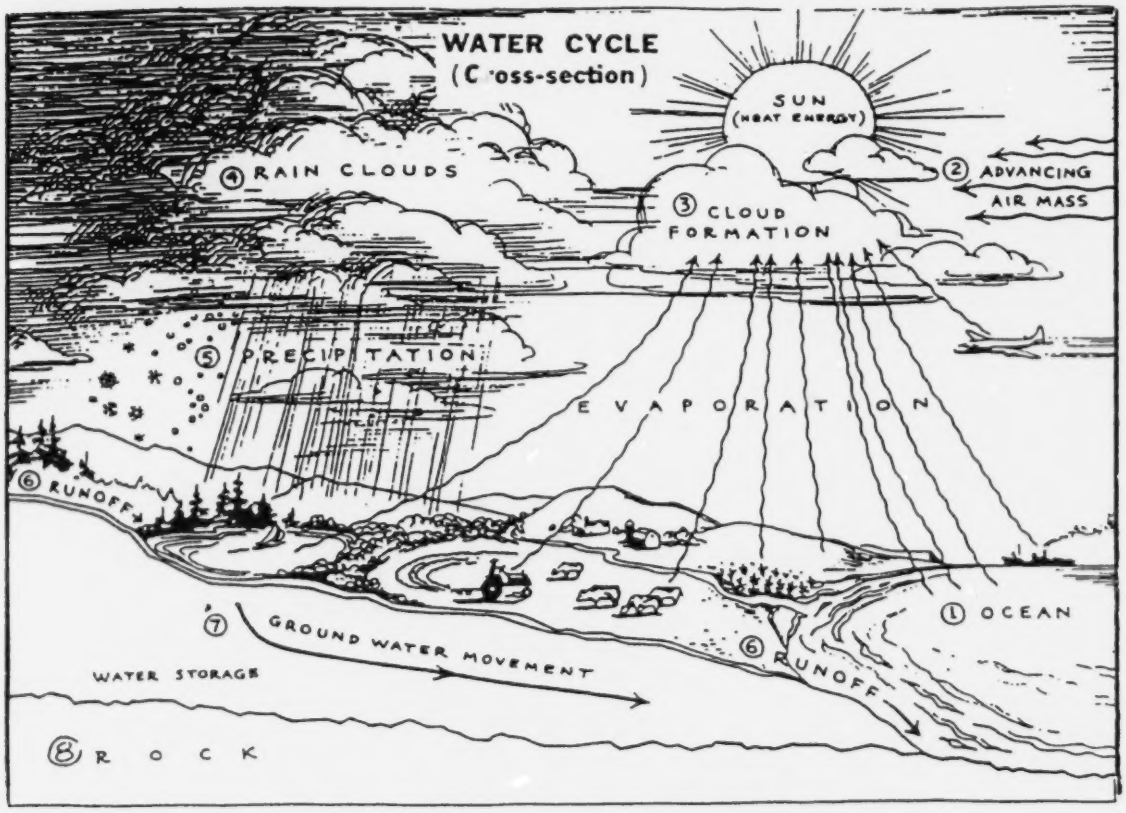
The Manual Alphabet

The Braille Alphabet

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		
and	for	of	the

"The Manual Alphabet" is used with permission from *A Basic Course in American Sign Language* by Tom Humphries, Carol Padden, and Terrence O'Rourke. Silver Spring, Maryland: T.J. Publishers, 1980. "The Braille Alphabet" is used with permission from *About Braille* by the National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C., 1987.

Water Goes 'Round and 'Round



1. The water storage area (7) shown in the diagram usually consists of sand and gravel. Show this layer more clearly by drawing small circles and dots in it. Show the rock layer (8) with diagonal lines.

2. Color the ocean, the lake, and the river blue. Color the sun yellow.

3. Name seven things in the diagram that are giving off water vapor: _____

   _____

4. Find the "advancing air mass" (2). How will this moving air affect the clouds that are forming?

   _____

   _____

5. Rain falling from the clouds is shown by slanting lines. What two other forms of precipitation are shown?

   _____

6. It takes heat energy to evaporate water. What is the source of heat energy in the water cycle?

   _____

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The End of the Dodo Bird

Some things money can't buy. One of them is a dodo bird. No matter how much money you might have, you'll never find a dodo bird for sale. You might be able to find the bones of a dodo in a museum, and you can see drawings of a dodo in books. But you will never find a live one. Dodo birds lived on the island of Mauritius, 500 miles east of Madagascar in the Indian Ocean. European explorers discovered the bird in the late 1500s. By the late 1600s, they had driven it to extinction.

The dodo was a very odd-looking bird. It was somewhat turkey like, but larger, with an odd shaped bill. It had probably descended from doves that had colonized the island thousands of years earlier - probably blown there by storms. On Mauritius, the dodo had no natural enemies and so evolved no natural defenses. It couldn't fly and it wasn't very smart. When explorers came, their dogs easily killed the bird. The sailors eventually added the bird to their diets. Hunting a dodo was simple. The sailors walked up behind the bird and bashed its head with a club.

It wasn't surprising that the dodo died out. It was later remembered like a mythical animal such as a sea serpent or dragon. Later, a box of dodo bones proved they really did exist.

The dodo fit its environment well, but when it was disrupted by other animals - dogs, pigs, and especially human beings - the bird was unable to cope. The dodo can be seen as symbolic of all endangered species - unable to adapt or cope in a world increasingly dominated and changed by human beings.

When a species becomes extinct, no power or amount of money can bring it back.

Today there are many endangered species (plants and animals) that could also be gone soon: species like the African cheetah, the South American otter, the Chinese panda, the Arctic polar bear, and almost every species of whale.

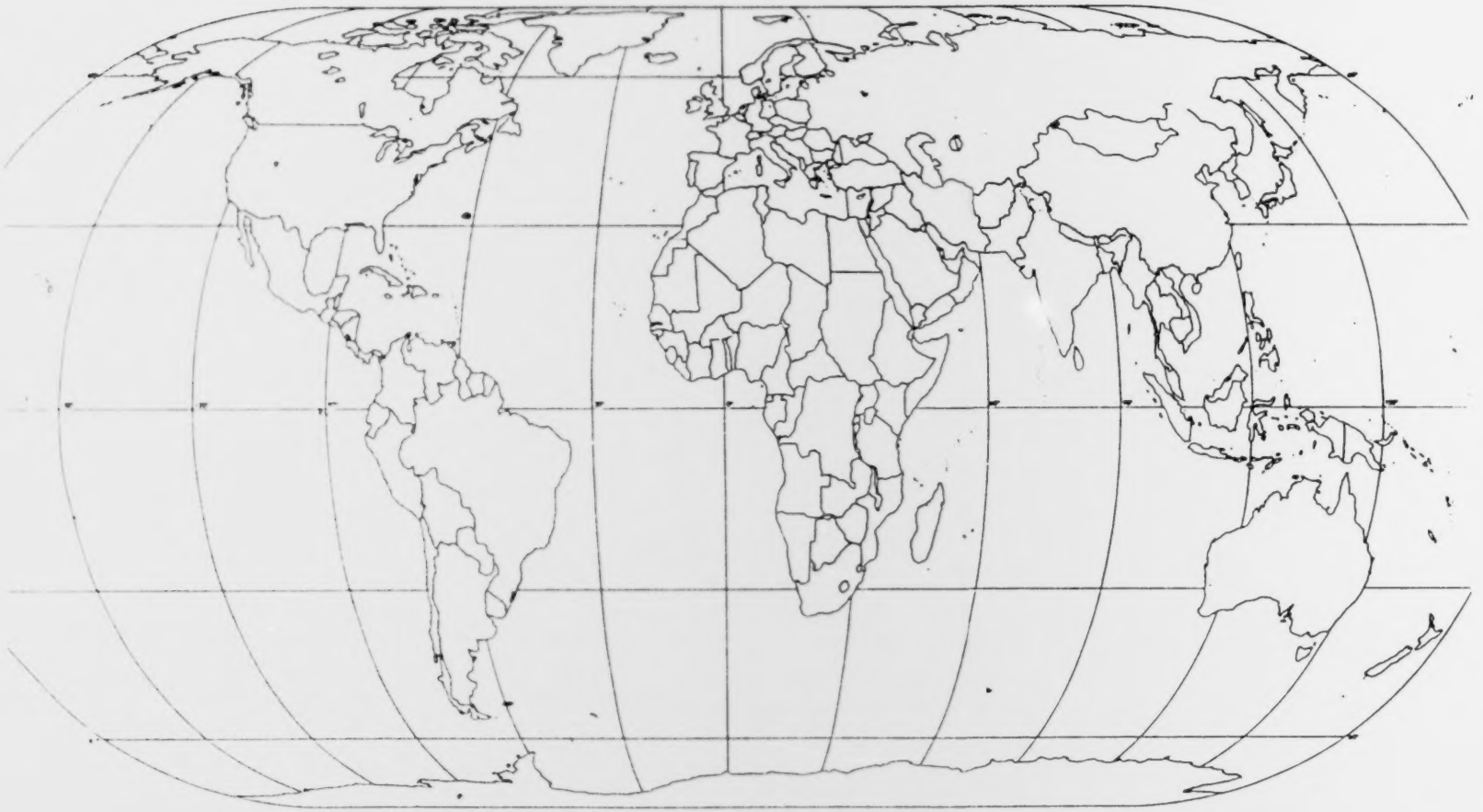
When species like these are in danger of extinction, they are classified as "endangered species." The most important reasons for the endangerment of species are: habitat destruction, overhunting, pollution and accidental killing. Can you think of animals that have died as a result of one of these factors?

Used with permission from "Endangered Species: Why and Where" in *Global Geography: Activities for Teaching the Five Themes of Geography* by the Massachusetts Geographic Alliance. Boulder, Colorado: Social Science Education Consortium: 1990.

Name:

Text p. 31, 42, 43

Outline Map of the World



THE WORLD BANK

The denominations, classifications, and boundaries shown on this map do not imply, on the part of the World Bank, any judgment on the legal or other status of any territory or any endorsement or acceptance of any boundaries.

This map may be photocopied for your classroom use
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Endangered or Extinct Species: Location and Factors Contributing to Extinction

	Species	Location	Factors Contributing to Extinction
1.	Dodo Bird	Mauritius	Overhunting
2.	Ivory-billed Woodpecker	Texas	Habitat destruction
3.	Brindled-tail Wallaby	Australia	Habitat destruction
4.	Spider Monkey	Brazil	Habitat destruction
5.	Puma	Costa Rica	Habitat destruction
6.	Mountain Gorilla	Zaire, Rwanda	Habitat destruction
7.	Aye Aye	Madagascar	Habitat destruction
8.	Golden Lion Tamarin	Brazil	Habitat destruction
9.	Lemur	Madagascar	Habitat destruction
10.	Giant Tortoise	Galapagos Islands	Habitat destruction
11.	Hawaiian Goose	Hawaii	Habitat destruction
12.	Puerto Rican Parrot	Puerto Rico	Habitat destruction
13.	Vicuna	Andes Mountains	Overhunting
14.	Red Kangaroo	Australia	Overhunting
15.	Barbary Leopard	Atlas Mountains	Overhunting
16.	Condor	Central California	Pollution
17.	Hawksbill Turtle	Central California	Pollution
18.	Key Deer	Florida	Accidental kills
19.	Florida Panther	Florida	Accidental kills
20.	Manatee	Florida	Accidental kills
21.	Panda	China	Habitat destruction
22.	Snow Leopard	Central Asia	Overhunting
23.	Python	India	Overhunting
24.	Elephant	East Africa	Overhunting

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Case 1: The Sandoz Chemical Fire

In 1986 a fire roared through the Sandoz Chemical factory in western Switzerland. The factory was located on the Rhine River, at the border between Switzerland and France. Firefighters tried to put out the fire with their water hoses. Accidentally, the water washed some poisonous chemicals from the factory into the Rhine River. The river carried the chemicals more than 800 miles, through France and Germany. As the chemicals were carried down the river, they killed eels and fish. Ducks and gulls ate the poisoned fish. They, too, died. Some towns in France and Germany could not use the river for drinking water. Fishermen could not fish. Scientists believe that the clean-up of the Rhine River could take from two to twenty years.

Case 2: The Amoco Cadiz

The *Amoco Cadiz* was an oil tanker owned by the American oil company, Amoco. In 1978 the tanker was sailing through the Atlantic Ocean, close to the coast of France. The tanker was bringing a full cargo of oil to the United States. The ship sank off the coast of Brittany, France, spilling 68 million gallons of oil. The oil spread through the ocean and washed over the resort beaches of Brittany; 130 miles of coastline were polluted. The oil coated the bodies of fish and birds, killing them. Beaches were covered with oil and ruined. French communities, hotel owners, and fisheries filed a lawsuit against Amoco. In 1988, a U.S. court in Chicago, Illinois, ordered Amoco to pay France $85 million to help repair the damage caused by the oil spill.

Case 3: The Chernobyl Power Plant

The Chernobyl Nuclear Power Plant is located in the (former) Soviet Union. In April 1986, the plant had an accident. Two explosions at the plant sent dangerous radiation into the air. Radiation is poisonous to people and animals. It can cause skin burns, cancer, and other diseases. Radiation can hurt people directly if they breathe it. It can also get into plants, vegetables, and other food and water. Then, people and animals who eat these things get sick. After the Chernobyl accident, radiation was carried through the air by wind and clouds. Some clouds carried the radiation northwest over Sweden, Norway, and Finland. Other clouds carried radiation west over Germany and Poland. Clouds of radiation also spread south over Greece. In all these countries, radiation got into vegetables, water, milk, and meat. Many food products had to be thrown away so people would not get sick from the radiation. Another cloud spread over Asia and across the Pacific Ocean.

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Case 4: Forest Fires

It was early November 1987. All through New York, New Jersey, Connecticut, Massachusetts, and Pennsylvania, the smell of autumn was in the air. People throughout these states commented that the air smelled like fall leaves being burned. The sky, too, was gray and smoky-looking.

In fact, it was not fall leaves being burned. People in New York, New Jersey, and as far away as Massachusetts were seeing and smelling the results of forest fires hundreds of miles away. Between October 26 and November 5, 1987, over 1,000 forest fires had broken out in Texas, Kentucky, Georgia, Virginia, and West Virginia. Wind carried the smoke and ash particles all the way to the northeast. The smoke from these faraway fires caused problems for many people in the Northeast. People with breathing problems like asthma had to stay indoors. Visibility - the distance someone can see - was reduced to 1 1/2 miles, causing trouble for airplanes landing and taking off in New York and Massachusetts.

Case 5: Acid Rain

In the 1960's, people in Canada began to notice changes in their environment. In cities like Toronto, people noticed that the faces of statues were being eaten away. Black splotches covered buildings and statues. Canadian scientists discovered that fish in the northern lakes were dying. Trees in the forest were not growing.

Scientists traced these problems to the rain in Canada. The rain had too much acid in it. Acids are strong chemicals that burn. Acids are found in some foods - like lemons and vinegar. You may have had unsweetened lemonade or put too much vinegar on your salad. You may have felt like your stomach was burning. That was acid. When it falls to earth, "acid rain" can burn buildings just as vinegar or lemon juice burns your stomach. Too much acid rain falling in lakes can kill fish.

The acid rain that falls in Canada is produced hundreds of miles away in the United States. The smoke from factories in Ohio, Illinois, Indiana, and Pennsylvania contains many chemicals. These chemicals mix with chemicals already in the air to form acids. Wind carries this air north to Canada. When the moisture in this air falls to earth as rain, it carries harmful acids with it.

For many years, Canada has asked the United States government to help control acid rain. Canada says the United States government could force factories to reduce the harmful smoke that releases the acids so Canadian buildings, statues, lakes, and wildlife will not continue to suffer.

Canada is not the only country that has a problem with acid rain. In Europe, countries such as Sweden and Norway suffer from acid rain produced by factories in Germany and France.

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Case Study Worksheet

Directions: Read carefully the case study assigned to your group. Then work together to answer the questions below. For every nation or location that you name, be sure that you can locate this place on a world map.

1. What and whose point of view is represented in your case study?

2. In what country or location did the environmental change begin?

3. What was the change - that is, what new element was added to the environmental system?

4. Was the change carried by water, air, soil, or some other part of the environmental system?

5. In what direction(s) did the change spread? Why?

6. What countries and places were affected?

7. How were people, animals, or plants affected?

8. Who do you think was responsible for this change in the environmental system?

9. If the source of the environmental change were eliminated, whose lives would be affected? In which ways?

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The Antarctic Treaty of 1959

In 1959, twelve nations from around the world agreed on a treaty for the future of Antarctica. These twelve nations were Argentina, Australia, Belgium, Chile, France, Japan, New Zealand, Norway, South Africa, the Soviet Union, the United Kingdom, and the United States. Six other nations later signed the treaty. They were East Germany, Poland, Brazil, India, China, and Uruguay.

The treaty says:

1. Antarctica shall be used only for peaceful purposes.
2. Antarctica is open to scientific investigation.
3. Countries that sign this treaty will share plans, scientific findings, and scientists whenever possible.
4. No new claims to ownership of Antarctica can be made.
5. Nuclear explosions and tests are not allowed on Antarctica.
6. Dumping nuclear waste is not allowed in Antarctica.
7. The treaty applies to all land areas south of 60 degrees south latitude.
8. In 1991, this treaty can be renegotiated if any one of the treaty signers requests it.

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Role 1

You represent a South American nation that claims to own land in Antarctica. Your country is not very wealthy and you believe that Antarctica could help make money for your country. You want to build hotels and restaurants in Antarctica. Then you would bring tour groups from all over the world to explore this wild land and learn about the unusual animals.

Role 2

You represent an Asian country with very few natural resources. In fact, you must import almost all of the oil, coal, and natural gas you use to provide energy for industry, transportation, and heating. You believe that important resources that could help your country are located below the ice of Antarctica. It is not fair to let these valuable resources go untouched and wasted when your country - and many others - need these resources.

Role 3

You represent a nation in central Africa. For years, your country has had bad weather, with little or no rain. As a result, there is very little food or water in your country. The waters of Antarctica could solve your country's food problems. Antarctica's waters are full of fish, squid, and little shrimp called krill. You believe that nations of the world with food shortages should have rights to the food resources of Antarctica.

Role 4

You represent one of the countries that signed the original Antarctica Treaty of 1959. Over 50 scientists from your country are stationed in Antarctica. They conduct research and experiments on animals, plants, and rocks found in Antarctica. You would like Antarctica saved just for scientific research. But some things have to change. Because so many different countries have scientists in Antarctica, some areas are getting very crowded. Snowmobiles are ruining the area. Garbage and sewage are becoming a problem because there is no place to dispose of them. Supply boats anchored off shore drop refuse in the ocean. You believe that stricter laws must be passed to control how the land is treated by scientists. A limit should be set on how many scientists can come to Antarctica. Perhaps countries will have to take turns sending scientists.

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Role 5

You represent a very industrialized, technologically advanced country. Your country has a serious problem: toxic (poisonous) waste. For many years, your country's industries have been producing harmful waste materials - chemicals and metals that can poison the water and land and even kill people. There is no place to put these toxic wastes in your own country because most of the land is already used for homes, factories, stores, and highways, and people do not want to live and work near it. You know that other countries around the world have the same problem with toxic waste that your country does. You believe Antarctica offers a solution to this problem. Antarctica is a frozen land that is not used for anything. It would be a perfect place to store toxic wastes.

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Antarctic Treaty Meeting, 1991

Use the questions below to guide your group's analysis and discussion as you consider your nation's position on the future of Antarctica:

1. What does your nation want to have happen in Antarctica?
2. How would this action help your country?
3. How would it help other countries?
4. Would this action help the land of Antarctica? If so, how?
5. Would this action hurt Antarctica? If so, how?

Use the following format to help you organize your speech for the Antarctic Treaty Meeting:

Speech of Nation _____ Presented at the Antarctic Treaty Meeting of 1991:

Our nation proposes that the continent of Antarctica be used for:

_____

_____

_____

This plan will help our nation by:

_____

_____

_____

Other benefits of this plan are:

1. _____
2. _____
3. _____

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Postal Delivery Time Line

1000 B.C.	Homing pigeons delivered King Solomon's letters to Queen of Sheba.
485-425 B.C.	Greek writer Herodotus described Persian horse postal service: "Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds."
59-44 B.C.	Julius Caesar used foot runners, then horseback riders; mail was delivered for nobility only.
A.D. 286-288	Roman Emperor Diocletian started postal service for private citizens.
1290	University of Paris began postal service for private citizens.
1591	Queen Elizabeth I established central postal service in Great Britain.
1639	First American post office set up in Boston; one cent charged for each letter.
1672	New York City began postal service to Boston, Massachusetts.
1674	Connecticut began mail service.
1683	William Penn began weekly mail service from Philadelphia to all large Pennsylvania and Maryland towns.
1693	Intercolonial postal service began in all colonies except Virginia.
1775	Benjamin Franklin was appointed first American postmaster general.
1785	Balloon carried letter addressed to Benjamin Franklin from England to France.
1799	Congress passed a death penalty for robbing the mail.
1813	First mail carried by steamboat.
1832	First official railroad mail service.
1860	Pony Express started service between St. Joseph, Missouri and Sacramento, California.
1893	First commemorative stamps issued at Chicago World's Fair.
1896	Rural Free Delivery began.
1913	Parcel Post Delivery service started.
1918	Airmail stamps first issued; first regular airmail service in U.S. - Washington, D.C. to New York City.
1920	First transcontinental air mail service, New York to San Francisco.
1941	Post office on wheels, called Highway Post Office (HYPO), initiated.
1958	Famous artists started designing postage stamps.
1959	Transcontinental jet mail service began.
1963	Zip Code numbers put into use.

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The United States Mail on the Move

By Jane Harrigan

Most of us today take daily mail delivery for granted, but between 1840 and 1880 the United States mail service was very different from the way it is now. For the people living in the days of the Pony Express, receiving a letter was an important event.

First of all, people who mailed letters in 1840, didn't use envelopes or stamps. They wrote their letters on one side of a thin piece of paper, often using a quill pen they made themselves. When the letter was finished, the writer would fold the paper, seal it with wax, and address the outside. People tried to keep their letters short because postage rates were based on how many pages were in the letter and how far it had to be sent.

For example, mailing a one-page letter in 1840 could cost anywhere from six cents to 25 cents, depending on the distance the letter had to travel. Twenty-five cents may not sound very expensive, but in 1840 people could eat dinner in some restaurants for less money than it cost to mail some letters! Letters were a luxury that few people could afford.

Perhaps the biggest difference between today's postal system and the one in the 1840's was that postage was paid by the person who *received* the letter - not the person who sent it. When you went to the post office to pick up a letter, you had to pay the postmaster before he would give it to you. For this reason, many people didn't use the United States mail to send letters even when they had important news to tell. They were afraid their relatives or friends couldn't afford to pay for the letter when it arrived. Instead, they would give the letters to people who were traveling to the area where their family or friends lived. Many people also used "bootleg" mail services run by companies that carried letters for less money than the government.

As the postal system became more organized, rates were lowered and more people began using the mail. Stamps were introduced in 1847, so that the sender of a letter could pay the postage. But stamps weren't required on letters until 1855, about the time that envelopes became popular. At first, many people refused to use stamps. They believed that the letter might never reach its destination and the money would have been wasted.

Sometimes that fear was justified. The stagecoaches and horseback riders who carried mail faced danger of attacks by Indians or outlaws. Because of mail thefts, some postmasters advised people to cut their paper money in half and send only one half in a letter. When the person on the other end wrote back to say he had received the first half of the money, the second half could be sent.

Sending money this way took a long time because letters moved much more slowly than they do today. In the 1850's, a letter sent by stagecoach from New York took 20 to 25 days to arrive in San Francisco. If the letter went by ship around the tip of South America, it could take as long as six months. And if it traveled by steamboat and train across the Isthmus of Panama, the letter would reach California in about 35 days. By the late 1860's, the transcontinental railroad had cut the time to about a week.

In both the city and the country, a trip to the post office was an adventure. Country post offices were often located in stores, and the family of the postmaster or postmistress helped sort

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the mail and provide refreshments for the mailriders and stagecoach drivers. About once a week, on the day the mail was scheduled to arrive, farmers from miles around would come to town to shop, talk with neighbors, and see whether anyone had written them a letter.

Cities had big post offices much like the ones in cities today, but city people got just as excited about mail as country people did. In San Francisco in the 1850's, people would start lining up at the post office the day before a steamship was scheduled to arrive with the mail. If you went to the post office early and got a good place in line, other people might offer to buy your place for several dollars.

The reason for all this activity at post offices was that home delivery of mail, didn't start until 1863. Even then, home delivery was available only in big cities, and it was different from the way we receive mail today. When the mailman came to your house, you paid him a few pennies for each letter he gave you. That was the only way a mail carrier earned money. If no one was home, the mailman didn't leave the mail.

Railroads helped people get mail faster and more often. Beginning in 1864, some postal clerks worked inside the trains as they chugged along. The clerks sorted the mail into separate bags for each town along the route. In small towns where the train didn't stop, mail was put in a bag and hung from a big hook near the railroad tracks. As the train slowed down, the clerk would reach out the window, unhook the bag of mail the town was sending out, and replace it with a bag of mail addressed to the people of the town. If the town had no hook near the tracks, a person would stand and hold out the bag of mail for the clerk to grab as the train went by.

As trains began carrying mail faster and post offices began opening in all the new towns springing up out West, people began relying on the mail more and more. But in 1880, twenty years after the Pony Express had come and gone, only about a quarter of all Americans had mail delivered to their homes. And the average person spent only 72 cents a year to mail letters.

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Air Mail Rates

Letters and Letter Packages—Airmail Rates
Countries other than Canada & Mexico

Weight not over	Rate	Weight not over	Rate	Weight not over	Rate
0.5 ozs.	$0.50	16.5 ozs.	$13.04	33 ozs.	$25.52
1.0	0.95	17.0	13.43	34	25.91
1.5	1.34	17.5	13.82	35	26.30
2.0	1.73	18.0	14.21	36	26.69
2.5	2.12	18.5	14.60	37	27.08
3.0	2.51	19.0	14.99	38	27.47
3.5	2.90	19.5	15.38	39	27.86
4.0	3.29	20.0	15.77	40	28.25
4.5	3.68	20.5	16.16	41	28.64
5.0	4.07	21.0	16.55	42	29.03
5.5	4.46	21.5	16.94	43	29.42
6.0	4.85	22.0	17.33	44	29.81
6.5	5.24	22.5	17.72	45	30.20
7.0	5.63	23.0	18.11	46	30.59
7.5	6.02	23.5	18.50	47	30.98
8.0	6.41	24.0	18.89	48	31.37
8.5	6.80	24.5	19.28	49	31.76
9.0	7.19	25.0	19.67	50	32.15
9.5	7.58	25.5	20.06	51	32.54
10.0	7.97	26.0	20.45	52	32.93
10.5	8.36	26.5	20.84	53	33.32
11.0	8.75	27.0	21.23	54	33.71
11.5	9.14	27.5	21.62	55	34.10
12.0	9.53	28.0	22.01	56	34.49
12.5	9.92	28.5	22.40	57	34.88
13.0	10.31	29.0	22.79	58	35.27
13.5	10.70	29.5	23.18	59	35.66
14.0	11.09	30.0	23.57	60	36.05
14.5	11.48	30.5	23.96	61	36.44
15.0	11.87	31.0	24.35	62	36.83
15.5	12.26	31.5	24.74	63	37.22
16.0	12.65	32.0	25.13	64	37.61

Weight limit: 64 ozs. (4 lbs.)

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Air Parcel Post Rates for Selected Countries (Table A)

Country	Rate Group	Max. Weight
Anguilla	A	22
Belize	A	44
Bolivia	B	44
Bulgaria	D	44
Burundi	E	44
Chile	D	44
Ecuador	C	44
Fiji	B	44
Gabon	D	44
Haiti	A	44
Lithuania	E	22
Madagascar	E	44
Morocco	C	44
Nicaragua	B	44
Papua New Guinea	D	44
Philippines	D	44
Poland	B	33
Russia	E	22
Sri Lanka	D	44
Swaziland	D	44
Thailand	D	44
Tunisia	C	44
Tuvalu	B	44
Yemen	E	44
Zimbabwe	E	44

Air Parcel Post Rates - Countries other than Canada (Table B)

Weight not over	Rate Groups A	B	C	D	E
1 lbs.	$ 6.00	$ 7.75	$ 9.25	$ 10.70	$ 12.30
2	9.00	12.00	14.25	16.70	19.30
3	12.00	16.25	19.25	22.70	26.30
4	15.00	20.50	24.25	28.70	33.30
5	18.00	24.75	29.25	34.70	40.30
6	20.00	27.75	33.25	39.70	46.30
7	22.00	30.75	37.25	44.70	52.30
8	24.00	33.75	41.25	49.70	58.30
9	26.00	36.75	45.25	54.70	64.30
10	28.00	39.75	49.25	59.70	70.30
Each additional lb. or fraction up to max.	$ 2.00	$ 3.00	$ 4.00	$ 5.00	$ 6.00

For weight limits and rates groups see Parcel Post listings for selected countries.

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The All-American Gourmets

It's Monday morning. The Gourmet family sits down to breakfast at 7:00. Mrs. Gourmet has a bowl of strawberry yogurt, a piece of toast, and a cup of tea. Mr. Gourmet has scrambled eggs, toast, and coffee. The two Gourmet children, Jennifer and David, each have cereal. Jennifer has oatmeal. David has granola with dried pineapples and bananas. They each have a cup of hot chocolate with their cereal.

Later that morning, at school, David begins to feel hungry. He searches in his lunch bag and finds that his mother has included a chocolate bar with almonds for his desert. He eats it at about 11:00. Still hungry, David waits patiently until the lunch bell rings at 12:00.

At 12:00, David races to the cafeteria to eat. At the lunch table, he opens his sack to find that his mother has packed him a tuna fish sandwich and an apple. "Yuck," David thinks, "I hate tuna fish." David gives his lunch away to a friend. He gets in line to buy lunch. It's a choice between fried chicken and hamburgers on a sesame seed bun, cole slaw, and french fries. David picks the hamburger, with pickles, lettuce, and plenty of ketchup.

After lunch, the afternoon drags slowly. A friend gives David a piece of chewing gum, which picks him up. After school David races home. Jennifer is already home. She is eating corn chips and drinking a Coke while she works on her computer. David helps himself to chips. He goes to his room to study but falls sound asleep until his mother calls him for dinner.

For dinner, the Gourmet family has hot dogs, salad, and rice, with brownies for dessert.

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Food Origins

Yogurt was developed in Eastern Europe or Central Asia hundreds of years ago. It was a staple food product in Bulgaria, Russia, Turkey, Greece and India, to name a few countries, before it became popular as a health food in the United States just 20-30 years ago. Yogurt is made from goat, sheep or cow milk, soured and curdled by special bacteria called lactobacillus.

Tea was first grown in southwest China centuries ago. British traders who went to China in the 1600's brought tea back to England and Europe, where it became a very popular hot beverage. British colonists came to America in the 1700's, bringing their fondness for tea with them.

Coffee probably first came from Ethiopia, where it still grows wild. In the 1500's, traders brought coffee up the Red Sea to Egypt. Coffee was first drunk in England and France in the 1600's. Spanish and Portuguese settlers began to cultivate coffee in South America in the 1700's.

Eating hot ***oatmeal*** has been a breakfast tradition in the British Isles, especially Ireland and Scotland, for hundreds of years. British colonists brought the tradition to North America.

Granola, which started out in the United States as a health-food cereal, is adapted from a traditional Swiss breakfast cereal called *muesli*. Similar to granola, muesli is made of roasted nuts, fruits and grains.

Originally from India and southern Asia, ***bananas*** are now grown all over the world in warm climates. Arab traders brought bananas into Egypt. In the 15th century, Portuguese traders brought the fruit from Africa to the West Indies and the Americas.

Pineapple is one of the world's most important and popular tropical fruits. The pineapple originated in South America and was carried from there to other tropical locations by European explorers.

Hot Chocolate was a popular drink of the Aztec Indians of Mexico long before the Spanish arrived in the New World. The explorer Hernando Cortez brought chocolate back with him to Spain in 1526. Throughout Europe, chocolate became a popular drink. However, it was very expensive because the chocolate beans had to be brought from South and Central America and then roasted and ground to get chocolate into an edible form. Europeans who came to North America to settle brought their taste for chocolate with them.

Almonds originated in the Mediterranean and are now grown in South Africa, Australia, Spain, Italy and California.

Hamburgers get their name from meat patties created in Hamburg, Germany.

The ***sesame seeds*** that top popular hamburger buns have been grown in Africa, India and China since ancient times. Although sesame seeds are used mostly as a condiment in the United States, the seeds are a staple food product in the Middle East. There, sesame seeds are the raw material for cooking oil and candles.

In Southeast Asia, ***ketchup*** is a general word that describes a variety of sauces made from fish, seafood or vegetables. Europeans borrowed the word to describe a sauce they made from tomatoes.

Chewing gum is made from "chicle," a rubbery sap that comes from the sapodilla, a tree that only grows in the Yucatan Peninsula and Central America.

Corn chips are a snack food that has become popular in the United States in the past 20 years. Corn chips are adapted from the traditional fried tortillas of Mexico and Central America.

Hot dogs are a popular American food that originated in Germany. Hot dogs are the common name for frankfurters, German smoked sausages. The name hot dog was adopted during World War I, when the United States was fighting against Germany. At that time, patriotic Americans did not want to use German names for their foods.

Rice has been a staple food grain of Asia for over 5,000 years. Arabs carried rice from Southern Asia to the Middle East, Italy and Spain. Rice is now grown all over the world, including Spain, Portugal, France, the United States and most countries in Asia.

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Supermarket Search

Directions: Spend some time at the supermarket looking for links between your community and countries in other parts of the world. For each of the categories below find as many different examples as you can of foods that originated in other countries. Look at product names, written information on the wrapper, and pictures for hints about the origin of the foods you find. A grocer may also be able to answer questions for you about the foods whose origins you don't know.

Breads

Try to find at least 5 kinds of bread that were **originally made in other countries.**

	Bread Name	Country of Origin
1.		
2.		
3.		
4.		
5.		

Vegetables

Write the names of a least 5 vegetables that were **originally grown in other parts of the world.**

	Vegetable Name	Country of Origin
1.		
2.		
3.		
4.		
5.		

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Fruit

Try to find at least 5 different fruits that were **brought to the United States from another country.**

	Fruit Name	Country of Origin
1.		
2.		
3.		
4.		
5.		

Other International Products

List any other products you find at the market that **originally came from another country.**

	Product Name	Country of Origin
1.		
2.		
3.		
4.		
5.		

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The Global Pencil

Below is a description of the many countries and products that could be involved in making the type of wooden pencil we use every day. What does this reading tell you about global interdependence?

The roar of the chain saw stops as the cedar tree starts to fall. Much of the wood for pencils comes from trees in Oregon. The chain saw may have been made in Japan. The gasoline to run it started out as crude oil. Perhaps the oil came from Texas. But chances are good that the oil came from several places, such as Mexico, Alaska, Saudi Arabia, or the North Sea off the coast of the United Kingdom.

The logs are loaded onto a truck. The truck may have been made in Michigan. However, it could have been put together in a plant just across the border from the United States in Canada. And, of course, the trucks run on fuel made from crude oil.

The logs may be taken to a sawmill in California. The logs are sawed into small pieces before being sent to the factory in Pennsylvania. There the other parts that make up a pencil are added.

The "lead" in pencils is not really lead at all. Pencil lead is a mixture of several things. Graphite often comes from the mines in Sri Lanka. It takes the work of miners and dock workers in Sri Lanka to put the graphite on a ship that may have been built in Japan. The ship owner might live in France. The ship company that operates the ship does business from a country such as Liberia. The graphite is mixed with clay that probably comes from Mississippi and wax from Mexico.

For many people the most useful part of a pencil is the eraser. The rubber in the eraser likely came from Malaysia. The gritty stuff in the eraser that wears the pencil marks off the paper is pumice. Pumice comes from volcanoes in places like Italy where there is volcanic activity. The piece of metal that holds the eraser in place is made of brass. Brass is made of zinc and copper. Zinc comes mainly from the United States, Canada, Australia, the (former) Soviet Union, and Ireland. The copper may have come from Bolivia, Chile, or Zambia.

The pencil is almost finished. But first it must be painted. One of the main things that goes into the paint is castor oil. Farmers in Africa grow castor bean plants. After the pencil is painted, the name of the maker is stamped on it. The black paint has carbon black, possibly from the far north of Texas in it.

Now the pencil is finished, but it must still be sent to you. Hundreds of other people are involved in shipping and selling the pencil after it leaves the factory. People in any one of the fifty states could have played a part in bringing you the pencil you use every day.

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Organizations which Provided Information

Geographic Alliance Information
Geographic Education Program
National Geographic Society
17th and M Streets, N.W.
Washington, D.C. 20036

National Council for Geographic Education
6A Leonard Hall
Indiana University of Pennsylvania
Indiana, Pennsylvania 15705

World Bank Publications Division
1818 H Street, N.W.
Washington, D.C. 20433

Think Globally

The following organizations publish extensively on environmental problems. Use this list to gather material about environmental issues and to identify the stands taken by different organizations. Keep in mind that most materials do not usually present all sides of an issue.

U.S. Government Agencies

Council on Environmental Quality
722 Jackson Place, N.W.
Washington, D.C. 20006

Environmental Protection Agency
401 M Street, S.W.
Washington, D.C. 20460

National Park Service
(Use address for U.S. Department of Interior)

Office of Public Affairs
Nuclear Regulatory Commission
Washington, D.C. 20555

Office of Surface Mining
1951 Constitution Avenue, N.W.
Washington, D.C. 20240

U.S. Department of Agriculture
Forest Service
P.O. Box 96090
Washington, D.C. 20013

U.S. Dept. of the Interior
Interior Building
C St. Between 18th and 19th, N.W.
Washington, D.C. 20240

U.S. Fish and Wildlife Service
(Use address for U.S. Department of Interior)

U.S. Geological Survey
National Center
Reston, Virginia 22092

Environmental Organizations

American Fisheries Society
5410 Grosvenor Lane
Bethesda, Maryland 20814

Concern, Inc.
1794 Columbia Road, N.W.
Washington, D.C. 20009

Defenders of Wildlife
1244 19th Street, N.W.
Washington, D.C. 20036

Environmental Action Foundation, Inc.
1525 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Environmental Defense Fund, Inc.
257 Park Avenue South
New York, New York 10010

Environmental Research Institute,
Box 156
Moose, Wyoming 83012

Friends of Animals, Inc.
11 West 60th Street
New York, New York 10023

Friends of the Earth
218 D Street, S.E.
Washington, D.C. 20003

Greenpeace
1436 U Street, N.W.
Washington, D.C. 20009

Izaak Walton League of America
1401 Wilson Blvd., Level B
Arlington, Virginia 22209

League of Conservation Voters
1150 Connecticut Avenue, N.W.
Suite 201
Washington, D.C. 20036

National Audubon Society
950 Third Avenue
New York, New York 10022

National Wildlife Federation
1400 16th Street, N.W.
Washington, D.C. 20036

Natural Resource Defense Council
40 West 20th Street
New York, New York 10011

Nuclear Information and Resource Service, Suite 601
1424 16th Street, N.W.
Washington, D.C. 20036

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Resources

Society for Range Management
1839 York Street
Denver, Colorado 80206

Sport Fishing Institute
1010 Massachusetts Avenue, N.W.
Suite 100
Washington, D.C. 20001

Union of Concerned Scientists
26 Church Street
Cambridge, Massachusetts 02238

United Nations Conference on Environment and Development
Room S-3060
United Nations Plaza
New York, New York 10017

Worldwatch Institute
1776 Massachusetts Ave. N.W.
Washington, D.C. 20036

For names of additional organizations refer to resources such as the *Conservation Directory* published by the National Wildlife Federation, Washington, D.C.

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Equatorial Guinea—11
Gabon—12
The Gambia—13
Ghana—14
Guinea—15
Guinea-Bissau—16
Kenya—17
Lesotho—18
Madagascar—19
Malawi—20
Mali—21
Mauritania—22
Mozambique—23
Namibia—24
Niger—25
Nigeria—26
Rwanda—27
São Tomé & Príncipe—28
Senegal—29
Seychelles—30
Sierra Leone—31
Swaziland—32
Tanzania—33
Togo—34
Uganda—35
Zaire—36
Zambia—37
Zimbabwe—38

THE AMERICAS

Argentina—40
Belize—41
Bolivia—42
Chile—43
Costa Rica—44
Dominican Rep.—45
Eastern Caribbean—46
-Anguilla
-Antigua/Barbuda
-Dominica
-Grenada
-Montserrat
-St. Kitts/Nevis
-St. Lucia
-St. Vincent & Grenadines
Ecuador—47
El Salvador—48
Guatemala—49
Haiti—50
Honduras—51
Jamaica—52
Nicaragua—53
Panama—54
Paraguay—55
Uruguay—56

ASIA & PACIFIC

China—60
Cook Islands—61
Fiji—62
Kiribati—63
Marshall Islands—64
Micronesia—65
Mongolia—66
Nepal—67
Papua New Guinea—68
Philippines—69
Solomon Islands—70
Sri Lanka—71
Thailand—72
Tonga—73
Tuvalu—74
Vanuatu—75
W. Samoa—76

EURASIA & THE MIDDLE EAST

Albania—80
Armenia—81
Belarus—82
Bulgaria—83
Czech Rep.—84
Estonia—85
Hungary—86
Kazakhstan—87
Kyrghyzstan—88
Latvia—89
Lithuania—90
Malta—91
Moldova—92
Morocco—93
Poland—94
Romania—95
Russia—96
Slovakia—97
Tunisia—98
Turkmenistan—99
Ukraine—100
Uzbekistan—101
Yemen—102

Some countries may be in development or temporarily suspended. 2/93